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A Pilot Project to Develop a Program of Occupational Training for School Alienated Youth. Second Interim Report.

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The Center for Vocational Arts has completed 3 years of providing occupational training for school alienated youth. The report of the first 2 years of operation was published August 31, 1967 (ED 016 868) and a brief summary of that report is included in this report of the activities and research findings for the period September 1, 1967 to August 31, 1968. The cumulative total enrollment for the 1967-68 school year was 286 dropouts and potential dropouts in the vocational areas of automotive services, food services, health services, retailing services, office operations, manufacturing operations, maintenance and repair, and landscaping and horticulture. Students attended classes 3 hours and were placed in part-time employment 4 hours each day. The Center is an "ungraded" school where students progress at a rate limited only by their own motivation and ability. A total of 91 students successfully completed their studies during the year; of those 37 completed a high school diploma and 54 were awarded vocational certificates. Included in the report are: (1) Director's Second Interim Report, (2) Summary: A Comparative Study of the Perception of the School by the Students, 1967-68, (3) Summary: How Students See Themselves, (4) Summary: People Do Change, Student Case Study Reports, 1967-68 (5) two reports by consultants, and (6) Commendations and Recommendations. A complete report of the above summaries are included in VT 007 458. (MM)

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A PILOT PROJECT TO DEVELOP A PROGRAM OF OCCUPATIONAL TRAINING FOR SCHOOL ALIENATED YOUTH.

3 THE CENTER FOR VOCATIONAL ARTS, Norwalk, Conn

SECOND INTERIM REPORT.

Project No. 5-0005

Conducted Cooperatively By:

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August 31, 1968

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CENTER FOR VOCATIONAL ARTS

Contract No. OE 5-85-055
Project No. 5-0005

SECOND INTERIM REPORT AND STATISTICAL EVALUATION

I. Director's Second Interim Report
   Mr. Forrect Parker,
   Acting Director

II. Summary: A Comparative Study of the Perception of the School by the Students, 1967-68
   New York University Report No. 1
   Dr. William Wilkins

III. Summary: How Students See Themselves
   New York University Report No. 2

IV. Summary: People Do Change
   Case Study Reports of the Students, 1967-68
   New York University Report No. 3

V. Report: Reactions to Vocational Shop Visits
   Dr. John G. Miller

VI. Report: Consultant's Visit
   Donald R. Mullaney

VII. Commendations and Recommendations
   Dr. William D. Wilkins

Appendix A - Summary of 1965-67 Interim Report

Appendix B - Research Reports, the Center for Vocational Arts, Office of Field Research and School Services, New York University

DIRECTOR'S SECOND INTERIM REPORT

INTRODUCTION

The Center for Vocational Arts has completed its third successful year of providing occupational training for school alienated youth. The report of the first two years of operation was published August 31, 1967.[1] (A brief summary of that report is attached as Appendix A to this report). This second interim report will be confined to the activities and research findings for the period September 1, 1967 to August 31, 1968.

Complete research reports, which represent the work of the New York University consultants during 1967-68 school year have been bound separately and are included as Appendix B to this report.

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[1] A pilot project to develop a program of occupational training for school alienated youth. Interim Report and Statistical Evaluation. Parker, Wilkins and Others, August 31, 1967

A DESCRIPTION OF THE CENTER

The Center for Vocational Arts in Norwalk, Connecticut was established as a pilot work-study project to develop a program of occupational training for school-alienated youth between the ages of 15 and 21. The official contract for this project was received August 20, 1965. The first pupils were enrolled in the program October 9, 1965. The objectives of this project are to enroll these youth in an occupational training program through which they may acquire the skills necessary for available job opportunities, and to effect behavioral changes, through a program of guidance counseling, occupational training and academic instruction, so that these students may acquire the personal characteristics needed for their roles as productive adults and responsible citizens. The project is jointly financed by the federal government, the Division of Vocational Education of the Connecticut State Department of Education, and the Norwalk Board of Education. The following professional staff are authorized for this project: 1 Director, 8 Vocational Instructors, 8 Counselor-Instructors, 3 Basic Education Specialists, 1 Social Worker.

AREAS OF TRAINING

Training is offered in automotive services, food services, health services, landscaping and horticulture, office services, maintenance and repair operations, manufacturing operations and retailing services. Each vocational training area is equipped with the necessary tools, machines, or other equipment appropriate for the training of semi-skilled workers in that area. In addition to occupational training, provision is made for basic education instruction and vocational guidance and counseling.

PROGRAM STRUCTURE

The Center for Vocational Arts is essentially guidance oriented with emphasis placed on individualized instruction and guidance in both vocational and academic areas. Each student's interests and needs are studied and a program of vocational training suited to his particular abilities is then developed. Aiding each vocational instructor and counselor-instructor to develop these individualized programs of instruction are educational specialists in the areas of English, Social Studies, Mathematics, and Science.

Further emphasis is placed on small group instruction, as well as the use of new and different approaches to include programmed instruction and various teaching machines.

Each vocational group has a vocational instructor and a counselor-instructor assigned to it. The counselor-instructor is in the library study area attached to the vocational area. He is in close touch with the subject matter specialists, whose work is intimately related to the work training. It is this close relationship and small pupil-teacher ratio that contributes to the guidance orientated program of the Center.

SCHEDULING-PROGRESSION

Students attend classes for three hours daily and are placed in part-time employment for four hours. They may attend either the morning or the afternoon session. Their progress in occupational training is not based upon the length of time spent in the training program, but rather upon their demonstrated competencies in their chosen fields. This same standard of competency is used for the granting of a high school diploma or vocational certificate. Each student is encouraged to complete the requirements for either the diploma or certificate and, whenever possible, both.

Thus, the Center is, in essence, an "ungraded" school wherein students progress at a rate limited only by their own motivation and ability. This factor, coupled with intensive guidance counseling, creates an environment in which school-alienated youth, including drop-outs, secure the needed skills and attitudes to become productive, contributing members of society.

STUDENT BODY

School alienated youth for the Center for Vocational Arts were selected from students in the 15-21 year age group. The proposal suggested that seventy pupils who had dropped out of school, and two hundred potential drop-outs would be enrolled in the school.

Potential drop-outs were identified by administrators and guidance counselors in the sending schools - three junior high schools, two middle schools and two high schools. Guidelines for determining potential drop-outs were developed to assist sending schools in identifying potential drop-outs.

When the sending school counselor and the potential drop-out jointly felt that the pilot project would meet the needs, aptitudes and interests of the student, a preliminary admissions form was submitted to the Center for Vocational Arts. This request for admission was followed by two intake interviews, one at the sending school and the other at the Center for Vocational Arts.

School drop-outs were contacted by the social workers and the Connecticut State Employment Service. A running list of potential drop-outs is maintained through the cooperation of the guidance department. Two hundred and thirty five potential drop-outs were contacted throughout the school year following our policy of rolling admissions.

ENROLLMENT

The Center for Vocational Arts was planned to provide training for 270 school alienated youth. The first thirty one students were admitted in October, 1965.

One hundred and fifty five pupils were enrolled in September, 1967 and enrollment climbed during the year to 209 students. A total of 286 pupils were served by the Center for Vocational Arts during the 1967-68 school year.

PERSONNEL

The professional staff at the Center for Vocational Arts for 1967-68 school year included:

1 Acting Director

1 Intake Counselor (social worker)

8 Counselor-Instructors

8 Vocational Instructors

4 Basic Education Specialists in areas of Science, Mathematics, Social Studies, and Language Arts

1 Secretary to the Director

1 Secretary to Staff (teacher's aide)
A third secretary was employed for the first two months and then transferred to another school

1 Custodian

This represents a decrease of four staff members from the original proposal. One counselor-instructor and one vocational instructor were not needed as we discontinued the vocational area of child care. The position of psychological examiner and one social worker were eliminated as unnecessary at this time.

The Director recommends that a full time reading teacher and a library clerk be employed for the next year. The lack of ability to read up to grade level seems to be a common problem with our school alienated youth. A centralized library needs to be established under the supervision of a library clerk.

The favorable teacher-student ratio maintained at this school is one of the keys to its continued success in serving pupils with special needs.

ENROLLMENT

We have maintained our policy of rolling admissions and releasing pupils when they have reached their objectives. As we progressed through the third year of the program, we found that several students were completing their objectives after over two years in the program. Pupils were released as soon as qualified and their places filled with newly enrolled students. The following chart shows the cumulative total enrollment and the average monthly enrollment during the 1967-68 school year.

	Cumulative Enrollment	Monthly Enrollment
September	200	200
October	216	202
November	231	209
December	242	207
January	257	205
February	264	195
March	274	188
April	281	179
May	286	178
June	286	173

Total enrollment in the vocational areas for the year were as follows:

Office Services	47
Health Services	31
Food Services	40
Landscaping and Horticulture	41
Retailing Services	36
Automotive Services	48
Maintenance and Repair	40
Manufacturing Operations	42
Total	325

The difference between the 325 enrolled in the areas during the year and cumulative enrollment of 286 reflects the 39 pupils who transferred between vocational areas during the school year.

A total of 91 students successfully completed their studies this year at the Center for Vocational Arts. Of this group, 37 completed the academic requirements for a high school diploma from the Center for Vocational Arts. Fifty four pupils completed their vocational objectives and were awarded vocational certificates. Of these, 32 were awarded at various times during the school year and 22 were awarded at graduation ceremonies.

Appropriate graduation exercises, preceded by a banquet, were held at the Norwalk Motor Inn. The graduation was very well attended by parents and community leaders and provided an excellent high point of the year's activities. Dr. Hugh Banks, Assistant Chancellor, New York University, was the keynote speaker and diplomas were awarded by our Superintendent of Schools, Dr. Harry Becker.

One student, Mrs. Marie Cannon, was awarded a full four year scholarship to Sacred Heart University by the Catholic Charities Association. Mrs. Cannon responded with a fine speech of acceptance.

This graduation dinner afforded us an exceptional opportunity to observe the social changes that had been developed in these youth. The graduates were an attractive, very well dressed group. They seemed at ease and conducted themselves with perfect decorum. One would find it hard to believe that they were once drop-outs or school alienated youth.

The parents were proud of their children's achievements and many voiced praises for the opportunity afforded their child at the Center for Vocational Arts.

VOCATIONAL EDUCATION

One important aim at the Center for Vocational Arts is to provide realistic occupational training so that pupils may obtain gainful employment. Our students must have gainful employment part time while attending school so that they will have monies to fulfill many of the needs common to their peer group. Upon a receipt of a vocational certificate or a high school diploma, the student must be able to take his place in the world of work, with a job commensurate with his ability.

Our pupils with special needs come to us with a wide variety of potential talents and skills. Through extensive intake counseling and the use of the General Aptitude Test Battery,[1] we try to discover the proper vocational placement for the pupil. Within the vocational areas, we offer training in a cluster of skills to make the broadest possible vocational opportunity for pupil success.

Vocational opportunities within our city are constantly changing to meet society's demand for new products. To meet the changing requirements of industry we must remain fluid and adaptable to changes in our vocational areas.

In the following paragraphs, I have listed some of the modifications made during the period covered by this report and a brief resume of efforts in each vocational area. Further recommendations in this area are included in reports by Dr. William Wilkins[2], Mr. John G. Miller[3], and Mr. Donald R.Mullaney[4]

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1. General Aptitude Test Battery. U.S.Department of Labor, Bureau of Employment Security, Washington, D.C.

2. Commendations and Recommendations. Dr. William D. Wilkins, Director of New York University Consulting Staff.

3. Reactions of a Visit Emphasizing the Vocational Shop Facilities and Program. John G. Miller, Chairman, Department of Vocational Education, New York University, June 18, 1968.

4. Consultant's Report, Donald R. Mullaney, County Coordinator, Office of the Coordinator of Occupational Education, Westchester County, New York, July 8, 1968.

OFFICE SERVICES

This has proven to be one of the most popular vocational offerings in the school, and will need to be expanded in the near future. We increased the facilities in this area by the addition of a key punch machine and an offset press this year. Pupils who received training on the key punch machine were easily placed in good paying positions. One student is now the supervisor of a small group of key punch operators in a local greeting card concern. There is great employment opportunity in Norwalk for trained key punch operators.

Industry has employed our students with training on the small offset press. This machine is rapidly replacing the older mimeograph type of duplicating. We have made extensive use of the machine in duplicating our own curriculum materials and reports.

We continue to have our students, who are trained as clerk typists, well received by industry. This program enrolled 47 students this year, of whom 5 were male and 42 female. This facility was also used by Manpower Development Training Programs and adult education in the evening. A special program for deprived youth was operated in this vocational area during the summer months.

HEALTH SERVICES

In the past, we had been successful in placing our nurses aides and hospital orderlies in nursing homes but were unable to place them in the Norwalk Hospital. This year we completed arrangements to place several of our pupils in the Norwalk Hospital part time. The more skilled found employment as nurses aides while the less adept found employment in hospital transportation and food services. Our vocational instructor, Mrs. Anne Clarke, R.N., spent two hours each day at the hospital with the students until they were familiar with their duties. We are continuing to work in close cooperation with the hospital to maintain this valuable training and employment facility.

We enrolled 31 pupils in the health services area of whom 5 were male and 26 female.

FOOD SERVICES

The food services area enrolled 40 students during the school year. It is interesting to note that more boys (26) than girls (14) took part in this program. The popularity of a vocational offering is definitely tied to the employment opportunities. Boys who have successfully completed the program have obtained better jobs at higher rates of pay than the girls. Two boys who graduated from this program have gone on to chefs training at the New Haven Culinary Institute. Other boys have moved up quickly to management positions in our local restaurant industry. Boys in this area are among the highest paid part time workers in our school.

The employment picture for the girls is somewhat clouded at this writing because of the enrollment of a high percentage of 15 year olds. These cannot enter the labor market until age 16. Those over 16 seem to stay in the waitress category and have not entered the food preparation category in the food industry.

The food service program at the Center for Vocational Arts has done a great deal to aid good relations both with students and the community. They have served "coffee breaks" to the students daily and prepared refreshments for school parties. They have prepared many elaborate luncheons for visiting guests to the program. On at least twelve occasions this year they served lunch to community groups often numbering between 40 and 50 people. The Director is continuing his efforts to keep a sound educational balance between the time spent by students preparing food and the necessary time for related food service and academic study. We have gained a highly favorable reputation for our good food, but must be sure that enough time is allowed to fulfill the primary objective - learning vocational skills.

LANDSCAPE AND HORTICULTURE

The curriculum for landscaping and horticulture as originally organized did not make adequate provision to keep the students vocationally active during the winter months. We have been very successful in meeting this problem by the addition of two areas of instruction. We added a unit on small engine repair, in which boys repaired lawn mowers, garden tractors and outboard motors during the winter. This has proven to be very popular with the students and the vocational opportunities in the Norwalk area are excellent. The community has supplied more than ample units to be repaired and repair shops have donated units to practice on. Small engine repair could, if enrollment continues to increase, be a worthwhile separate vocational area.

We were fortunate to obtain a lean-to greenhouse through state funds and this was put into operation in mid winter. This greenhouse provided the opportunity to start a successful unit in floriculture. We had success in growing many varieties of plants and raised and sold Easter lilies. Next year we have plans for continuous crops in the greenhouse to serve all the holiday seasons. The craft committee working under the Vocational Advisory Council has been very helpful in assisting us to plan and establish good crops in the greenhouse. Forty one boys were enrolled in this vocational area.

A summer program for deprived youth was operated in this area in which students beautified the grounds at the Center for Vocational Arts and other public buildings.

AUTOMOTIVE SERVICES

The automotive services area continues to be the most attractive area to the students. Vocational opportunities are excellent, with all students easily finding part time employment while enrolled and good jobs waiting when the training has been completed. It is indicated that this vocational offering should be divided into two shops, one for beginning students and one for advanced. We would have little difficulty in filling them to capacity as there is usually a waiting list of pupils who desire this instruction. It is noted that most boys in this area have only a vocational objective as few go on to complete the requirements for a high school diploma.

Forty eight boys enrolled in automotive services this year and pupils were on a waiting list. Pupils on the waiting list were enrolled in the school in other areas until an opening was available. Many pupils undertook small engine repair studies in the landscaping area until space in automotive services was available.

MAINTENANCE AND REPAIR

Forty boys were enrolled in the maintenance and repair area this year. Students in this area have received worthwhile experience by assisting in completing the renovations to the Center for Vocational Arts building. There has been a heavy emphasis on carpentry, painting, and glazing. The director feels that a change in emphasis is needed for this area to reach its full vocational potential. Vocational opportunities in painting are good, but the maintenance carpentry is limited due to age requirements. Vocational opportunities in floor maintenance are excellent, but there is a certain resistance on the part of pupils to train for this more menial task. Boys who have trained for this work have got good paying jobs. Efforts are now under way to provide a broader base cluster of maintenance skills for these pupils to open more vocational opportunities to them.

RETAILING SERVICES

Retailing services continues to be a highly successful, well organized vocational offering. Pupils obtain jobs readily and have met with great success in this chosen profession. Our follow ups continue to discover graduates who are holding high paying positions as assistant managers in our larger department chain stores. Pay is in the range of $145.00 to $165.00 per week for these former pupils.

It is noted that a large portion of pupils in this area complete the requirements for a high school diploma in addition to successful vocational training. This program is meeting a need for the pupils and merchants alike in Norwalk. Boys (18) and girls (18) both take advantage of this vocational offering.

MANUFACTURING OPERATIONS

Manufacturing operations enrolled 42 boys during the current year in a course designed to train them as semi-skilled machine operators. Mass production methods were introduced in the program to emulate conditions in industry. Students produced 86 pairs of candle sticks. We had more orders than could be filled, as these were a fine attractive finished product. Other mass produced projects seem to be equally accepted.

There are unlimited vocational opportunities for these students, but age is a factor that must be considered. We cannot place any under 15 years old, and must have State Labor Department permission to place those between 16 and 18 in industry part time. We have been successful in getting permission but it is time consuming as each individual job must be inspected.

This well organized area has proven to be very popular and vocationally successful.

CHILD CARE SERVICES

Child care services was discontinued this year due to a lack of enrollment. At the opening of school only seven pupils indicated a desire to work in this area.

Vocational opportunities in this area seemed to be very poor. We had very limited success in placing pupils from this area previously and deemed it unfruitful to train pupils for jobs that were not available. Area institutions considered our pupils too young to accept the responsibility for the care of groups of children.

GUIDANCE

Inasmuch as several of the research reports by the New York University Research staff in 1968 reported on the successful guidance program at the Center for Vocational Arts, it will not be dwelt upon at length here.[5]

Guidance is central at the Center for Vocational Arts and it works. This was noted, too, by other consultants, notably Donald R. Mullaney. It is expected that this emphasis, continuing since its inception, will continue to redound to the benefit of the students.

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5. See summaries No. 1 and No. 2 in this report and original documents in research reports, 1968.

BASIC EDUCATION

During this year, we have extended a major effort to discover more effective ways to provide individualized learning experiences for our pupils in the basic education subjects of Language Arts, Science, Mathematics and Social Studies. Our basic approach has been through programmed material, either purchased from publishers or created by our own staff. We found that much of the published material was really only reworked work books and not too effective for our needs. Published materials that were effective needed supplementary material to meet the needs of our pupils.

After careful consideration, it was decided to move toward the concept of the learning activity package for our pupils. Under the leadership of our Director of Curriculum, Dr. Milton Wartenberg, a committee, composed of the Acting Director and the Department Heads of Science, Language Arts, Mathematics and Social Studies, was formed to prepare plans to construct learning activity packages for the Center for Vocational Arts. A plan for constructing Units for Individualized Learning utilizing the Behavioral Outcomes approach was prepared and is attached in the appendix of this report. A flow chart was developed to show the use of the various teaching materials and their place in the learning activity package. A copy is attached in the appendix of this report.

The Acting Director visited the Nova High School in Fort Lauderdale, Florida where he had the opportunity to observe the learning activity package in use by their students. We were able to exchange materials developed in Norwalk for similar materials developed at their school.

Basic Education specialists and school department heads were engaged for the month of July to develop learning activity packages for the Center for Vocational Arts. The department head, working with the specialist as a team in each of the four areas of Science, Mathematics, Social Studies and Language Arts, were able to develop several packages which we will be using in the fall. A research design will be developed to check the effectiveness of the learning activity package concept with our pupils. A copy of a completed learning activity package is attached as an appendix to this report.

VOCATIONAL ADVISORY COUNCIL

The Vocational Advisory Council has been developed into a hard working committee for the improvement of Vocational Education in Norwalk. The group of 21 members working under the chairmanship of Dr. Bernard Unger has held bi-monthly meetings at the Center for Vocational Arts. Important recommendations that have been forthcoming this year include:

1. Authorization to employ 15 year old pupils.

2. Establishment of a dental assistants program.
3. Acquisition of additional land at the Center for Vocational Arts site.

Crafts committees working under the Advisory Council have met and provided valuable assistance to our vocational programs.

PUBLIC RELATIONS

We have endeavored to keep the public informed of the activities and opportunities available at the Center for Vocational Arts. We have had articles about the program in the following publications:

Norwalk Hour
County Magazine
New York Sunday News
Connecticut Education
Superintendent's News Letter
American Education
Bridgeport Sunday Post

We have invited many groups to visit the school. Our food service students serve a lunch, followed by an explanation of the program by the Mayor, Superintendent of Schools, and the Director. The group is then taken on a tour of the facility. The following groups visited the facility this year:

Chamber of Commerce

Fairfield County Industrial Arts Association

Rotary Club Committee

University Womens Club

New Car Dealers Association

CONN TAC

Legislative Committee No. 1, New Areas of Participation in Secondary Education

All Norwalk Guidance Counselors

Norwalk Community Council

Connecticut Department of Community Affairs

Meeting of all City Department Heads

Norwalk Ministerial Association

League of Women Voters

Norwalk Realty Association

Retired Teachers Association

We also presented a three-quarter hour radio program on the local station.

We have answered requests for information from school districts all over the United States about the program. We continue to receive several requests each week for our brochure and summary of our activities.

We were pleased to receive an award from the State Commission on Youth Services for Outstanding Service to Youth. This award was presented by a member of the State Commission at appropriate exercises at the Center for Vocational Arts.

RESEARCH

Monies were made available from the United States Office of Education to continue the research design at the Center for Vocational Arts during the 1967-68 school year. The steering committee for the Center for Vocational Arts undertook a careful stuty to determine those aspects of the program in which research would be most beneficial to the pupils. Advice and counsel was received from members of the Central Research Unit of the Vocational Division of the Connecticut State Department of Education.

It was decided that it was not necessary to involve research to prove that we were meeting the needs of the school alienated youth. It was felt by all concerned that this was already well established. It was felt that research monies should be spent to provide information on how to improve instruction and better serve the needs of the pupils. It was agreed that a cost benefit analysis would be administratively valuable, but sufficient funds were not currently available for this research at this time. It was also decided to delay a study of the comparison of costs in the Center for Vocational Arts program with those in other comparable programs such as the Job Corps. The final outline for research included the following:

1. Follow up study of Center for Vocational Arts graduates and school leavers.
2. Evaluation of vocational training program by outside specialists-administrators, effectiveness of vocational educational programs.
3. Assistance in curriculum development with basic education specialists and vocational teachers.
4. Case study follow up, a continuation of case studies of selected Center for Vocational Arts students.
5. Use of department heads working with basic education specialists during the summer months to develop new curriculum materials (see learning activity packages).

The reports of the consultants are included in this report or the appendix.

The director was very pleased with the research approach this year. The emphasis was on the personal approach to the pupils instead of a series of paper and pencil tests and questionnaires. I feel that a great deal of information not otherwise available was obtained in the series of personal interviews conducted by qualified professionals outside the Center for Vocational Arts staff. All graduates and leavers were interviewed and most students in the school. The typical school alienated youth has difficulty reading effectively and expressing himself in writing, but after proper rapport is established, will discuss his experiences and feelings quite freely. Members of the research staff showed a definite empathy for the pupils and showed their continued interest by attending school functions and the graduation exercises as a group.

I feel that future research and development should involve people in the total secondary school community. Work needs to be done to desensitize the term drop-out, as connected with pupils entering our school. It is doubtful if we can do away with this over-used phrase, but we might discover how to make it more acceptable to the potential enrollee from other secondary schools.

DIRECTOR'S SUMMARY OF THE EFFECTIVENESS OF THE PROGRAM

The Acting Director has had the opportunity through close personal contact with pupils, staff and New York University research team to reach conclusions as to the effectiveness of this program.

The school, in its third year of operation, had complete physical facilities and equipment to meet the vocational needs of the pupils. The research indicates that this improvement of facilities has made the school more acceptable to the students and resulted in increased enrollment and better daily attendance of those enrolled.

The effectiveness of a vocational offering is directly related to the employment opportunities immediately available in the community. Those areas in which we have the greatest demand for student workers are also those that are heavily enrolled. Examples would be the automotive services area and the office services area, and, to a smaller extent, the retailing services. The area of child care services was dropped because of lack of enrollment, but last year we were unable to find employment for the pupils who undertook the child care training.

There must be a fair paying job within reach of the pupil's abilities if a given vocational area is to really succeed.

Through personal interviews by staff and unrelated research personnel, we have endeavored to discover what portion of the pupils we really reach and provide lasting, meaningful help. A careful survey has revealed that over 90% of the pupils served by the Center for Vocational Arts feel that the program has been a great help to them both vocationally and socially. It is felt that if we can maintain this average we are performing a worthwhile service to youth.

The director feels that the favorable counselor-student ratio is one of the key factors in the success of the program. Pupils seem to identify with their counselor and a fine, lasting relationship is formed. Pupils have also formed a firm bond with the total school. This is evidenced by the number of graduates that come back several times to visit us and tell of their experiences. Graduates came back to the school during the evening hours to help provide follow up information for the research studies. All were very cooperative and spoke freely of their positive feelings for the Center for Vocational Arts.

It is worthy to note the total absence of any vandalism in or about the school building. We have been able to establish a friendly relationship with these school alienated youth, so that they do not have to work out their aggression toward us by defacing the school property. Pupils have worked hard to make this abandoned elementary school building look like a bright and shiny vocational school.

The question is often asked, would this type of program work as well if made the part of a regular high school program? I would admit that if our high schools were structured 100% perfect, perhaps there would be no need for this program. We find that our high schools do an excellent job for 90% of the pupils, but the other 10% seem to require a different diet that can best be offered in a school such as the Center for Vocational Arts. I believe it would be very difficult to restructure a high school to accommodate a program with all the facets of the Center for Vocational Arts. I feel that a separate school such as the Center for Vocational Arts is the most effective way of meeting the needs of these pupils with special needs.

Forrest Parker, Department Head of Practical Arts, has been, in addition, the Acting Director of the Center for Vocational Arts for over two years. Effective October 1, Mr. Joseph Dougherty will assume the position of Director of the Center for Vocational Arts and Forrest Parker will devote full time to his duties as Department Head. In the role of Department Head, I will continue to maintain an active interest and supervision over the Center for Vocational Arts. It has been a very rewarding experience.

SUMMARY: A COMPARATIVE STUDY OF THE PERCEPTION OF THE SCHOOL BY THE STUDENTS 1967-1968

New York University Research Report Number One, 1968

This report discusses the differential perception of CVA in 1967 and 1968. The Center for Vocational Arts was perceived in a very favorable light in 1967 by the students.[1] How did it stack up in 1968? Very well. The students[2] continue to see CVA in a favorable light but in a more sophisticated way.

In response to the question: What should students get out of the CVA program? the most frequently given response was: A job or trade, vocational job training (83), followed by better education, high school diploma (63); and self-knowledge, self-improvement (43).

When asked: What do you like most about the CVA? students said: Teachers don't push; you work at your own speed (38); the teachers (35); coffee and smoking breaks (23), shops (20_1 counselors (17); flexible hours (17); training for a trade or work (7); freedom (7). And to the reverse: What don't you like about the CVA? they said: nothing (34); teachers, teaching methods (15); administration, programming, advisement (12); counselors (11); curriculum (9); structure (6); unfavorable publicity about dropouts (5).

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[1] Interim Report and Statistical Evaluation, Norwalk, 1967.

[2] Number involved was 139. When more than one response was given all were recorded.

In response to the question: What sort of things did the counselors do for you? the students replied: They gave us help in general (31); in finding and getting jobs (31); with school work and shop (23); by being available, interested, friendly (16); in direction of life, self improvement (15); by talking over personal problems (11) and they helped by motivating us (10).

When asked for a general appraisal of the program 41 percent said that they were very pleased; 43 percent pleased; 15 percent not sure; and 1 percent disappointed.

When asked to evaluate the quality of teaching 66 percent thought it better than they had experienced before; 31 percent about average; and 3 percent worse.

When asked: Which school subjects have been most useful here at CVA? they said: Math (87); English (80); Science (12); History (5); Reading (2); Social Studies (1). When asked: Which school subjects have been least useful here at CVA? they said: Science (58); History (55); English (20); Social Studies (15); Math (13).

Inspection of the complete data (Research Report One) suggests that in the 1968 responses there was a sophistication and maturity that was lacking in the 1967 responses; there were a proportionately greater number of responses directly related to the aims of the program; there was a movement toward greater self awareness; and there was a beginning of a better understanding of the place in the program of the different members of the staff.

In the 1968 responses there appear for the first time discerning comments directed toward an essential objective of the program: namely, behavioral changes effected through guidance and counseling. Using as a criterion the degree of relatedness of student responses to the stated aims and purpose of the CVA, it seems that the results of the present analysis lend support to the notion that the students surveyed in 1968 have a better perception of the CVA program than those surveyed in 1967.

SUMMARY: HOW STUDENTS SEE THEMSELVES

New York University Research Report Number Two, 1968

This paper discusses how students at the Center for Vocational Arts view themselves.* Its main source of information was the 131 self-ratings of 1968 students and 50 alumni.

In addition to these data, the research group interviewed each person receiving either a diploma or a vocational certificate. Also, as in 1967, all students in CVA filled out other questionnaires about the school, the teachers, the shops, the counselors and the administration. Some comparisons were made with the graduates of 1967, who responded to the same instruments.

The rating scale used was designed to measure the impact of the CVA program upon the students. The scale was constructed to provide data in the areas of the student's self-concept, the student's attitude toward his counselors, as well as his perception of the counselor's attitude toward him, and the student's attitude toward school and work. By design, a summary view of the student responses gives some indication of the student's attitude toward the CVA program.

Student's Concept of Self

The first eight questions in the rating scale examined the self-concept of the CVA students. Knowing that school alienated youth may exhibit feelings of negative self esteem, it is interesting to note:

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*The rating scale was designed by Professor Hugh Banks. The interviews were conducted by the senior research staff: Dr. Hugh Banks, Adrienne Beaulieu, Dr. John Linhardt, Bernard Talle and Dr. William Wilkins.

-that more than 50% of the CVA students said that they felt like a somebody as a result of attending CVA

-that 76% said they felt they are happier persons as a result of attending CVA

-that over 75% felt that they had gained confidence in their abilities, and with themselves in general because they came to CVA

Thus a significant number of students from CVA were able to fulfill a primary need for achievement while at CVA. This was further demonstrated by their comments in another free response survey in which 16 students stated that they felt more confident, less shy and more like a person as a result of the CVA program.

School alienated youth frequently experience feelings of anxiety about people and the ability to socially interact with others. The study points out:

-that 66% of the CVA students felt they had more fun mixing with people than before attending CVA

-that 33% felt that they were less selfish about things than before attending CVA

Adolescents feel a need to have peer approval. They need to realize that they are people of value or that their deeds are satisfactory ones. Again, as reported elsewhere, 19 students felt that one of the nice things that happened to them at CVA was an improved social life.

School alienated youth need to gain insights into themselves, their feelings and their personal problems. The study demonstrates:

- that 50% think they understand more about themselves and their personal problems as a result of attending CVA
- that almost 50% felt that they were able to better control their feelings now than before attending CVA
- that 49% seemed to be able to solve whatever problems they experienced with less trouble as a result of attending CVA

Also, in the free responses, as recorded elsewhere, CVA youth felt that one of their main accomplishments was a better understanding of themselves.

One of the basic problems of school alienated youth is their inability to persevere in tasks begun. The study indicates that more than 50% of the students felt that they can now stick to whatever they are doing better than before coming to CVA.

The training at CVA has helped its students to the realization of a more positive self image. They perceive themselves as happier students who feel that they have more self-control, more self-confidence and, more ability at persevering in assigned tasks.*

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*This was noted also in the case studies reported in 1967, see "Fifty Boys and Fifty Girls", by Alice Jo Siegel, Bernard Talle and William Wilkins. Report II A, Interim Report, 1967, Norwalk Connecticut, and _The Arrangement of Alienated Students Into Diagnostic Formulations and Its Relevancy to Counseling in a Center for Vocational Arts_ by Bernard Talle and William Wilkins, and the case study reports for 1968 (Research Report Number Three 1968).

Student's Attitude Toward Counselors

The students hold their counselors in high esteem and feel that they are being of considerable service to them. The questions were so worded that the students were asked to compare the CVA counselors with those they have known before. Sixty-three per cent of the students find their counselors more interested; 74% feel that their counselors give them more time and attention; 69% indicated that their counselors understand them better; 79% rated their counselors more encouraging and helpful; 66% judge that the counselors know what they are doing; and 78% observe that their counselors work harder.

When the students were asked to tell some of the things that the counselors did for them, the CVA students responded that they had received help in finding jobs, assistance with school and shop work, and met people who believed in them, were interested and friendly with them, but above all, were available. One student commented that his guidance counselor "stuck by me, all the way." At CVA students have found people who were interested in them as individuals, people with whom they could communicate, people they did not have to wait to see, people who were willing and eager to help them.

Students think of their counselors as most helpful in the vocational area. Sixty-three percent indicate that they would discuss their vocational problems with their counselor; 32% indicate they would discuss their personal problems with their counselor.

The alumni, on the other hand, do not seem to differentiate between the types of problems they would take to their counselors. One could interpret this to mean that now they are out of school they have no one else with whom to discuss their problems or possibly they are less inhibited, since they are no longer in the student-counselor relationship.

Attitudes Toward School and Work

The students feel that they have better attitudes toward work and education as well as clearer career goals. All of the CVA students were either pupils who had dropped out of school or pupils identified by school administrators and guidance counselors as potential drop-outs.

Eighty-three percent indicate on the rating scale that they are more interested in getting a better education; 76% attribute better defined career goals to the CVA and 66% feel that they have better attitudes about work and study as a result of attending CVA.

Positive attitudes toward school and the value of getting an education and a diploma were noted in many of the additional comments made in a free response section of the scale. Similar comments were also noted during the interviews. A statement by one student summarizes many others ... "I am pleased with this school and I'm glad I attended. I learned alot and my teachers and counselors tried to help me more than in any other school."* These ratings tend to be supported by Tables 1 and 2, in the first research report (1968).

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*Such statements are discussed much more fully in our discussion of the interviews with graduates and recipients of vocational certificates. Report No. One, 1968.

That a large number of students have registered an increased interest in getting a better education seems to be in keeping with what others have found in similar projects. For school alienated youth, "Increased interest in getting a better education," appears more often to suggest an attitude of mind rather than an intention of pursuing further formal education. The training courses provided by industry and the service occupations as well as apprenticeships are often what they have in mind when discussing educational plans.

From interviewing the June 1968 graduates, it was found that 23 are thinking about further schooling. Three have been accepted by colleges or technical school and their plans have been finalized. Eighty-six percent of the alumni indicated that as a result of CVA they are interested in getting a better education. From the interviews, it was found that 13 have actually received some sort of education after leaving CVA.

The Job Record

Although no one would suggest that these alumni and the 1968 graduates have it made or that they will not experience a good deal of job mobility, their job record is impressive. Of the 46 graduates, seven reported that for one reason or another they were unemployed; 4 boys and 3 girls. Of the latter, one is too young to work in a hospital (her area of training), one has a child to care for and one has a record of poor job performance. Eleven are working at jobs unrelated to their CVA training area while the remaining 28 have related jobs.* Of the 57 alumni, five are in military service, 2 boys are temporarily out of work because of health and nine girls are not working. Two of the latter are in school, one does housework, one is married and has a child, two others have children to care for, one is being tutored in high school subjects and two others gave no reason for their unemployment. Of those working 16 have jobs unrelated to their CVA training area.

In summary the analysis of the obtained data seems to indicate that the CVA program has made a considerable impact on a good proportion of the students who attended. Their concept of self has been improved considerably, they have a greater sense of self-direction, they have a positive attitude toward their teachers and counselors, and they exhibit and have expressed more positive attitudes toward education, work and life goals. The responses on the Bank's rating scale appear to be supported by student evaluations during interviews and on a parallel questionnaire as well as through their record of job performance.

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*In a major study of vocational education the percentage of trade and industrial graduates who obtained jobs that were directly related to their training was less than one third. (From "The Role of the Secondary School in the Preparation of Youth for Employment," Pennsylvania State University, 1967)

SUMMARY: PEOPLE DO CHANGE: CASE STUDY REPORTS OF THE STUDENTS 1967-1968

New York University Research Report Number Three, 1968

In creating the Center for Vocational Arts in Norwalk, two of the central emphases were on the continuing study of the students, and more adequate counseling than were found in ordinary schools. Time was built into the program for counselors to do extensive and intensive case studies. Case loads were much lighter than in a traditional setting and added time for writing up of cases was available. Through these unique features one hundred case studies were developed in the first year and followed up in 1968.*

Although only thirty-two case studies in depth were made in 1968, extensive new data were gathered through questionnaires and interviews with each of the 1968 diploma and vocational certificate recipients.

This report continues the case studies of 1967 into 1968 but focuses for the most part on the students thought best exemplifying how the purposes of CVA were realized.

In the one hundred case studies (better than half the total enrollment) analyzed in depth in 1967 these specific areas were stressed: family life; academic background; physical development; social development; intellectual development; character development; emotional health;

*See reports (1967) by Siegel, Talle and Wilkins and by Talle and Wilkins (Interim Report, Norwalk, 1967) personal interests; recommendations for improvement.

The most obvious "common denominator" was family life. Where there was "good" family life, according to the criteria used, the students performed better at CVA, regardless of past histories of defeat. Where the homes were "fair and/or unfavorable" the results at CVA were not as good. And where the homes were "poor and/or very poor" the results, in comparison with the two above groups were less satisfactory. However, it is important that the reader does not misinterpret the above. The students considered as a totality grew more at CVA, performed better, and were more satisfied with themselves than they had ever been before, and this seems to increase the longer they stay at CVA.

CASE STUDIES - 1968

The brief case studies which follow have been chosen because they represent a cross-section of people attending CVA and a variety of responses to their needs. The "briefs" are taken from case studies done by counselors.

The Case of Ginny

In 1967 Ginny was married to an 18 year old boy ... they have one son ... husband a high school drop-out ... counselee comes from a broken home, and she has been in and out of boarding schools ... relationship with mother antagonistic ... does not have much respect for husband's lack of ambition, and his casual attitude toward responsibilities ... counselee pretty much on her own ... takes wonderful care of the baby ... has a lot of strength, plans to receive the vocational certificate and hopes to return next year for the diploma ...

1968 - Counselee mainly on her own ... continues to think that her husband has problems, and is thinking of divorce because she does not want to be worrying about the next meal ... is determined to earn the diploma, and has struggled to care for the baby and achieve this, too ... she does not have too many clothes, manages well with what she has ... presently separated from husband, but on occasion they see each other ... counselee is articulate and intelligent, relates well, is a worrier, is sometimes moody ... counselee has had to assume many responsibilities early in life ... This has given her strength ... despite several interruptions in her educational career, she has succeeded in achieving her objectives, is proud of her diploma. At this writing, she has decided to pursue a two-year course in Executive Secretarial career, and she has convinced her husband to return for Adult Education classes to prepare for State Equivalency Diploma.

From the counselee's personal interview

"I hope to continue my education ... I came back for my diploma ... CVA is great ... It gave me a chance to go back to school after I had to drop out ... I'm satisfied with what I did ... They took more personal interest in me ... helped me find a job ... gave me moral support when I really needed it ...."

This girl was also singled out by both counselor and teachers as having done an outstanding job in rebuilding herself.

The Case of Bill

Bill came to CVA at 17 with such a clouded academic background that there was no available record from any educational system. A southern born Negro, he came to CVA almost completely uneducated, with a reading level totally inadequate for job getting and holding, with a "self-concept so low that he has lost all his drive and has learned to be defensive when asked a question" (this in 1965). He was almost completely inarticulate.

As of April 1966, after seven months, he had made little progress; he was fired from two jobs because, according to his employers, his work was sub-standard and his attitude was "intolerable." The student insisted that he was fired because of discrimination on the part of employers, not his work. His teacher felt that his academic deficiencies were so crippling that he just could not perform adequately. The progress in 1966 was not encouraging. His counselor at the end of the year could only say, "Let's keep trying." Contrast these 18 years of failure, and the first year's slow rate of recovery, with this latest report (June, 1968):

1967-1968 - "He pays his own way for everything - his attempts to do academic work have increased, and he is succeeding more - He is more comfortable at CVA, is easier to talk to - Some days he would come to school 'wild' over some real or supposed racial issue - Late this year he seemed to change a little, after viewing a TV series devoted to racial problems. For the first time he discussed freely his candid views of being a Negro - He has made excellent progress vocationally, and his new attitudes and willingness to learn has helped him to acquire the skills on the level that nearly equals a production line machine operator - His attitude toward himself and classmates has changed considerably - He has developed increasing trust and confidence in both counselor and instructor - His original, deeply rooted hostility because of personally experienced racial injustice is still there but he is fighting this - In his choice of jobs, he will only consider those that offer apprenticeship training - He graduated with a vocational certificate in February, 1968 and we are urging him to continue his academic education. He is receptive to this suggestion ...."

The Case of Joe

This student entered CVA March 30, 1966, with the following syndrome of problems: (1) An unhappy and inadequate home; (2) A reluctance to talk about his difficulties because there was no one he seemed to trust; (3) A failure pattern academically; (4) An I.Q. of 74, according to the Otis test; (5) A tendency to stutter under pressure, a general inarticulateness; (6) A great fear of failure, having experienced it so often; (7) A tremendous lack of self-esteem.

His development at CVA has been good, and more important, his counselor and his instructor point out that CVA has a continuing responsibility to this student after graduation. They are aware that he will need a measure of support and security for awhile if he is to continue to grow.

His Growth Pattern - "He has progressed slowly but steadily - He has logged 423 hours in the shop out of a possible 516 hours - He has taken over as father in the home, and uses a lot of his own earnings to keep the home running - He has changed his goal from certificate to diploma, which in the counselor's opinion, is a fantastic step forward - In spite of continued unfavorable pressures, he demonstrates admirable stability and self-control. At present, his vocational work qualifies him as a general machine operator. His stated goal is Machinist. It is mandatory that he get reinforcement and CVA should keep its encouraging relationship with him. In the past two years he has learned to stand in front of a group and talk, to work on academics over an extended period of time, to do quality work in Blue Print, and to hold the same job for over a year ...."

The Case of John

John entered CVA in 1967 at age 19 ... parent interview revealed that counselee wouldn't retire before 1:00 or 2:00 A.M. nor arise before 12:00 noon ... violent temper tantrums about use of the car ... expected mother and sisters to give him money ... dependent, immature, spoiled ... I.Q. 106 ... truancy, suspension ... repeated 11th grade 3 years ... At CVA his pattern was much the same at first ... From Feb. '67 until present June 1968, great improvement ... girl friend exerts strong motivating influence ... admits to group of boy friends who exert bad influence ... likes to sing and has joined a singing group ... has not performed well in jobs given him ... now has a job in record department, which he enjoys ... good potential, no final goals ... Attitude improving in school ... his worst problem, absenteeism and tardiness, is improving ... is sharing more of his feelings and experiences with his counselor.

1968 - Whole picture has improved at home since counselee is enjoying success in his employment ... last year said he would never go in army, would never leave home or girl friend, now realizes getting away from home may be good for him ... has made great strides in vocational area ... recently got an excellent job evaluation from his employer ... arrangements being made now for a raise in salary and to start on-the-job training program for manager of the sporting goods department ... Has had no difficulty with the law for some time ... At times says he is mixed up on some things, but when he talks his sense of values takes on much more realistic and sensible hue ... Eighteen months ago it was difficult to get him out of bed and to school by 1:00 P.M. ... He graduated in June, '68, and has been singled out by both his counselor and his teacher as one who has done a remarkable job of rising from defeat.

From the Counselee's personal interview

"My job is interesting, there is opportunity for advancement ... I had two choices after I was here awhile - work or get out. I needed that ... Getting some on-the-job training for management ... I like CVA ... never in trouble here ... It kept me out of jail, because I was always in trouble ... Never liked to work ... here had to work or else ... employer praised me ..."

And in the words of the employer, "He is like a son to me."

CENTER FOR VOCATIONAL ARTS, NORWALK, CONNECTICUT

Reactions of a Visit Emphasizing the Vocational Shop Facilities and Programs

John G. Miller, Chairman
Department of Vocational Education
NEW YORK UNIVERSITY - School of Education Date of Visit: June 18,1968

The following is a summary of reactions after a one-day visit to CVA, with a special emphasis on the vocational shop programs at CVA, Norwalk, Connecticut. In addition to a visit to the shop areas, conferences were held with vocational teachers and counselor-teachers in seven of the eight shop areas. The teacher of the Manufacturing Operations Program was not available during the visits.

Obviously the success that this school has enjoyed in its short period of operation has been in attracting and retaining drop-outs, potential drop-outs, and underachievers. This success, which is most difficult to assess by ordinary standards is undoubtedly related to the unique aspects of the total program. The flexibility provided in programming academic learnings and shop skills on an individual basis appears to be one necessary key to successful operation. Small group instruction resulting in a low pupil-teacher relationship coupled with the work experience requirement in a low pupil-teacher relationship coupled with the work experience requirement appear to be the main attractions for the students in each of the eight vocational programs. In general, the individual sincerity, interest and understanding of the vocational shop teacher and the counselor-teacher indicated a dedication of the staff to the objectives of the school. This general dedication is a reflection on the organization and administration of this unique program for dealing with some admittedly difficult educational problems.

The instructional shops all seemed adequate for serving the small size classes. Each shop was efficiently arranged with equipment, well-placed in pleasant surroundings. It appeared that careful planning had been made in order to accommodate this program in a facility originally designed for an elementary school.

The fact that most programs have been in operation at least two years suggests a need for evaluating the present curriculum in each area with a critical look at possibilities for improvement. In such an evaluation, the following questions are in order: 1. Are the kinds of experiences offered in each of the eight programs the best educational activities for meeting the needs of the students for whom the school has been organized? 2. If changes are to be made, should they be in the direction of providing a higher degree of skill or should programs be broadened in order to encompass a larger cluster of occupational skills directly related to occupational experiences?

General Reactions

The eight programs of vocational arts have proven to be a wise choice in the opinion of this observer. One concern which should be studied is the impression that some programs such as Manufacturing Operations, Automotive Services, and Office Operations are looked upon by some staff members and students as the more "glamorous" occupational areas. Other programs such as Food Services, Health Services, and Maintenance and Repair Operations seem to accommodate the less purposeful student. A concerted effort should be made toward balancing the educational activities of all programs thus avoiding further development of this undesirable image. Another general observation indicated a need for the development of more breadth in the activities of each of the shop programs. Broader programs should give a student a number of alternative occupational experiences of a semi-skilled nature. Care must be taken to avoid specialization to the extent of developing an equal degree of skill to that which is presently offered in the State vocational/technical schools.

It is further suggested that steps be taken in the direction of developing transfer programs at CVA which would permit students, who have proven to be capable, to transfer into one of the State vocational schools to develop a higher degree of skill in a trade or technical area on the secondary or post-graduate level.

Specific Recommendations

Manufacturing Operations

This program has been organized very closely to the pattern of traditional trade machine shop courses although standards are not equal to machine shop programs in the State vocational schools. Manufacturing, in the broadest sense, could include many operations other than machining metal. It is conceivable that spinning, metal stamping, machine parts assembly, machine parts inspection and metal are equally applicable to the occupations in the metalworking area. Further broadening could include the manufacturing of wood products, electrical components and plastics materials. The narrow specific concept of machine tool operation as a manufacturing process does not give the student the requisite of broad experiences for the many semi-skilled occupational trade skills for job-entry in the broad field of manufacturing.

Automotive Services

This program should also emphasize a broad occupational approach. There was some indication of concentration in the field of engine repair. It is recommended that there should be provision for a limited amount of training in body and fender repair, auto body painting, auto glazing and possibly car upholstery. Each student should master some basic skills in a cluster of automotive service occupational areas to prepare for possible job-entry in any of several automotive service occupations.

Health Services

This program seemed to have a particular problem in the placement of students in occupations directly related to the training. A concerted effort should be made to break through the barriers of job-entry age requirements for aides in the local hospitals. Other efforts should be directed toward the placement of some students in child-care centers as aides. Unless there is an indicated need which can be met by this program as it is now organized, consideration should be given to possible reorganization of the curriculum to broaden the training to accommodate several job-entry occupations in other health service occupations area. If this reorganization does not seem feasible, curtailment or elimination of the program should be considered.

Food Services

This program seems to present a problem which may be related partially to staffing problems and teaching-staff turnover. There was little indication of organized instruction upon which a student may build his preoccupational experience. There was an indication that too much emphasis had been placed on food service activities which serviced the needs of the student body and/or organizations in the school. The "coffee break" should be curtailed in order to provide sufficient time for reorganized training in the many occupational areas represented by small food establishments.

Landscaping and Horticulture

There was a peculiar problem in student attendance which is directly related to seasonal employment. The possibility of gearing the program to the slack employment season might be considered since several dependable students find it necessary to be absent during the peak period of labor demand in the spring and fall. The greenhouse is a welcome addition to the program and should prove to provide attractive basic learning experiences for all seasons. The possibility of adding another activity such as floral arrangements might be considered. This would introduce additional occupational experiences which might be helpful in placing the students in florist shops.

Maintenance and Repair Operations

This particular shop seemed in need of modernization, with a variety of maintenance experiences with modern servicing units available. There seemed to be too much emphasis on basic carpentry which is possibly a result of the teacher's trade background. Modern maintenance problems include installation and servicing items such as windows, doors, floors, walls, furniture, basic plumbing and basic electrical appliances. Much of the instruction could be organized with "mock-ups" which could be developed with modern building materials for instructional purposes. It is suggested that a smaller portion of the program be allocated to typical school-service jobs.

Office Services

Although there was an indicated popularity of this course, there was an indicated need for balancing the various aspects of office services rather than specializing in typing. In the judgment of this observer the office services program could accommodate more than the basic class of 15 without expansion or the addition of equipment. It is recommended that a class of 20 be established as a more economical class unit size.

Retailing Services

There was a good indication of a broad approach to a cluster of occupational job-entry skills in this program. Although this program seemed a most natural occupational area for CVA students there was a strong indication that a good degree of the successs was related to the dedication and ability of the teacher. If this program continues to show good promise, consideration should be given to the possibility of expanding by adding another basic unit for servicing additional CVA students.

CENTER FOR VOCATIONAL ARTS, NORWALK, CONNECTICUT

Consultant's Visit

Donald R. Mullaney
County Coordinator
Office of The Coordinator of
  Occupational Education
Westchester County, New York   Date of Visit: July 8, 1968

DESCRIPTION OF SCHOOL

The Center for Vocational Arts was formerly one of the elementary schools of the Norwalk, Connecticut public school system, which has been converted to a vocational center for the following shops and classrooms:

Automotive Service
Child Care (not in operation)
Food Services
Health Services
Landscaping & Horticulture
Maintenance & Repair Operation
Manufacturing Operations
Office Services
Retailing Services
(Classroom set up as a store.)

Although the classrooms and shops are small, they seem adequate for the small class organization, with the exception of the automotive area which was overly crowded and inadequately equipped.

Although the general layout of the shop areas and the classrooms was not originally designed for vocational programming, it did appear that, with the exception of the automotive shop, facilities and equipment were meeting the physical requirements.

There are many favorable observations to be made immediately upon inspection. It was evident that the counselor-instructor team approach had a great deal of educational-social value, particularly in dealing with alienated youth. The Center's philosophy concentrates on establishing a good job-orientation program, preparatory to placement in areas of apprenticeship for skilled trades. All curricula seem to be organized on an open-ended basis, in which students can progress at their own rates, starting from either their stage of competency or individual motivation.

Another commendable organizational arrangement is the non-traditional approach in handling and scheduling enrollees. There is, obviously, a much more personalized student-staff relationship than one would find in a conventional high school setting. The dialogue seemed healthy and educationally therapeutic. Student attitudes reflected a closeness with staff members which seemed to result in wholesome classroom interaction. Students were "somebody"; students were treated as important human beings who possessed hopes and aspirations in developing latent talents. The strong guidance is, by far, the most important curriculum innovation the Center has to offer.

An overview of the visit might sum up by saying that whatever inadequacies exist are overshadowed, to a large degree, by the human relationships which are to be found on all levels.

The two separate objectives of developing skilled competencies and pursuing high school equivalency are to be praised. The tie-in, however, was not always clear. I had the feeling that the relevancy of the trade or skill pursued, as a motivating device for stimulating high school equivalency, was not always present. In some instances, there was no 'core carry-over' from one to the other.

The parentheses, after the title of each course in the outline of the facilities which follows, is a capsule opinion of each of the courses:

I. SHOP FACILITIES

Automotive Service (Expansion desirable)

I was impressed with the automotive service instructor. He is confronted with an almost insurmountable task in dealing with a variety of entry levels of skills. Another automotive shop could be established so that there would be a basic, entry level program and an in-depth, advanced course, which would afford those students with adequate backgrounds to become truly involved in complete engine overhaul. In any event, some division in shop organization, which would differentiate between basic skill teaching and advanced automotive instruction could be more realistically pursued.

Child Care (Questionable merit)

It was pointed out that the Child Care program left a lot to be desired from the placement point of view. It is a difficult area to "sell" to potential enrollees, in that even a high wage scale does not seem to justify an extensive training program. Again, there seemed to be a direct relationship between what one should realistically achieve for financial reward and what would be a fair involvement in classroom instruction. Applicants for this program could seek and obtain employment pretty much on their own and learn from on-the-job training without formalized school work; but, with a work orientation program to accompany the OJT placement. I feel, at this time and under the conditions which exist, that this program does not have much hope of serving alienated youth, if the prime objective is placement in the world of work.

Food Services (Curriculum overhaul)

The food services facility is very good, since it is a "live work" experience which one finds in a typical cafeteria. A word of caution here, however, is that establishing a program for waiters and waitresses, counter boys, bus boys, dish washers, etc. exclusively should be frowned upon; but jobs, which are related to the cooking and baking field, could be classified as semi-skilled or skilled positions, with significantly higher wages over those commonly called "food service chump" jobs, having overtones of domestic service which have little or no need of formalized training.

For those semi-skilled or unskilled jobs an OJT placement would be more in order, with a job orientation program for support. If the concentration is an entry to the skilled food service positions which lead to cook, baker, and dietary positions, then the curriculum for a formalized training course has merit. On the other hand, if the objective is primarily geared to food service aides, there is serious question about the necessity for a formal training program.

Health Services (Expansion desirable)

The health service field for nurses aides and orderlies has a great need of employees in all of the health career fields. It would appear the aide programs have worth and should be pursued through a training program coupled with affiliation with a hospital. The trend is toward better salaries and toward increased responsibilities requiring greater competencies in these services, which have such a personal impact on human beings. There is potential for expanding this area to include a program for Licensed Practical Nursing for those students who possess the talent.

Landscaping & Horticulture (Appropriate offering)

There is an ever-increasing need in this field. I was very impressed with the instructor in this area, since there was a tie-in of small engine repair. There are a number of young men who have a strong desire to pursue employment which is out of doors and involves physical effort. This program obviously has a place in the Center.

Maintenance & Repair Operations (Curriculum overhaul)

This is a difficult area to comment upon, since much of the training relates so directly to the competency of the instructor and the type of employment available upon completion of the program. I believe there is some reason for broadening this area to include a construction service program, so that it would be possible to train candidates in a much larger variety of positions ranging from construction repair service personnel to custodian.

There appears to be a definite need for such a training program. The more sophisticated equipment which is required on the job demands increased emphasis on training custodians. If such a program is given, it can result in employment at various levels in well-paid jobs.

Manufacturing Operations (Appropriate offering)

The manner in which this course has been open-ended is, indeed, commendable. I was impressed with the instructor-counselor attitude and philosophy in handling students and in establishing individual student goals, not *for* students, but *by* students. The facility, while not "plush", seemed to be adequate.

Office Services (Expansion desirable)

This area of work certainly belongs in a program for alienated youth. It has many possibilities for attaining basic skills in office practices and for articulating these skills in specialized training programs of a more sophisticated nature. Facilities are on a basic level and seemed adequate. There does seem to be room for expansion into additional phases of office practice and computer instruction.

Retailing Services (Appropriate offering)

The physical layout of this training facility is very good. I find it difficult to comment on this area because the range of jobs is quite broad. There does, however, appear to be a local need for such employees and the program can be coupled with an OJT training course.

II. COURSE SUGGESTIONS

a) For possible inclusion within the existing courses and/or additional new offerings:

1. Masonry
2. Trade Electricity
3. Heavy Construction
4. Licensed Practical Nursing
5. Dental Assistant
6. Truck Driving
7. Police Aide
8. Furniture Repair
9. Oil Burner Servicing
10. Air Conditioning
11. Appliance Service
12. Marina Industries
13. Auto Body Repair
14. Laundry & Dry Cleaning
15. Teacher Aide

b) Strongly recommend a direct articulation of all courses offered with industry and post-high school educational institutions to eliminate inadvertently becoming involved with "dead-ended" training programs. (Chart is included for this purpose.)

III. STAFF RELATIONSHIP

Like all educational programs, there is a direct correlation between the effectiveness of the curriculum and the competency of the classroom leadership exerted by the teacher. It sounds almost fatuous to say that good teaching results in good learning. However, I believe this to be more true in educating alienated youth than in other educational circumstances. The bywords seem to be flexibility and adaptability to the individuals concerned with the trade competency. Most instructors observed at the Center appeared to be very emphathetic in their approach to students and knowledgeable in their trades. There were, by the acting director's admission, at least two teachers who, though competent in their specialization, could not relate well to their charges. Obviously, this can be disastrous, especially when the student body generally reflects a distrust of adult authority and has been exposed to school systems highly structured and traditional in scheduling; in school programs which provided little understanding of their problems.

By and large, this Center does have, as basic to its philosophy, the attitude that it must try to meet the students' training needs and to offer realistic guidance in employment orientation. Again, the strong points of the Center are those which focus on willingness to change and to experiment when some avenues seem to have failed. More specifically, decision making is realistically shared with each student while the staff acts as research personnel and experts in trade areas; an outstanding philosophy to implement in any school system.

Those staff members and students, whom I interviewed, indicated strongly that this relationship was paramount to any other standard or requirement for completion of a vocational certification or high school equivalency diploma.

IV. EMPLOYMENT OPPORTUNITIES

There is every indication that the school policy of placing each student into on-the-job training in allied or non-allied training affiliations upon entering the Center is helpful in a pre-work orientation program. This affords the student some financial support while he or she continues his education. As the training progresses to a level that reaches group apprenticeship ratings from skill-related employment, then employment assignments are made that reflect students' interests and skill levels adequately. This is individualistic and commendable as a support of the educational vehicle in any training program.

V. CURRICULUM INNOVATION

In my discussion with the acting director and a number of staff members, it was apparent that some attempt was being made to get involved with a comprehensive learning lab which could serve as a remedial device for compensating deficiencies in basic education. To some degree, this was being done, especially in the high school equivalency program. I believe this could be vastly expanded by the inclusion of more sophisticated multimedia equipment and the hiring of remedial experts in those areas of concern in basic education.

Additionally, a greater tie-in with the job training program, as a motivating device for encouraging independent study, seems critical. I had a strong feeling that there was a definite inadequacy in this area. I should point out that the guidance counselors frequently do not have the competencies in remedial assistance to assume the role of a "teacher". This point was expressed by two guidance staff members who felt their own inadequacies in working in some of the common branch studies. Obviously, their exprrssed inadequacies would be reflected in the world they do with the alienated youth they deal with, which would compound the original problem. This, in no way, implies replacing the teacher-counselor relationship which is so effective. It does, however, indicate that more supportive staff is needed in a learning lab situation.

VI. SUMMATION

This Center seemed to be born of a community need, possibly as a sincere attempt on the part of the Norwalk Schools' administrators, with the cooperation of the City Board of Education, to solve the dilemma of educating alienated youth. The recognition of the problem is commendable; the desire to become involved in special programming, in a pilot project outside the traditional school setting, shows a willingness to accept the shortcomings of the existing system in educating such youth, and again merits applause.

The findings to date would seem to support the original purposes for becoming involved in an innovative way. Unquestionably, certain curriculum modifications can and should result, from the experiences of the Center, which can be transferred to the public system as a whole. This appears to be a fairly obvious conclusion. I want to express a serious concern which relates directly to the continued effectiveness of educating this type of student.

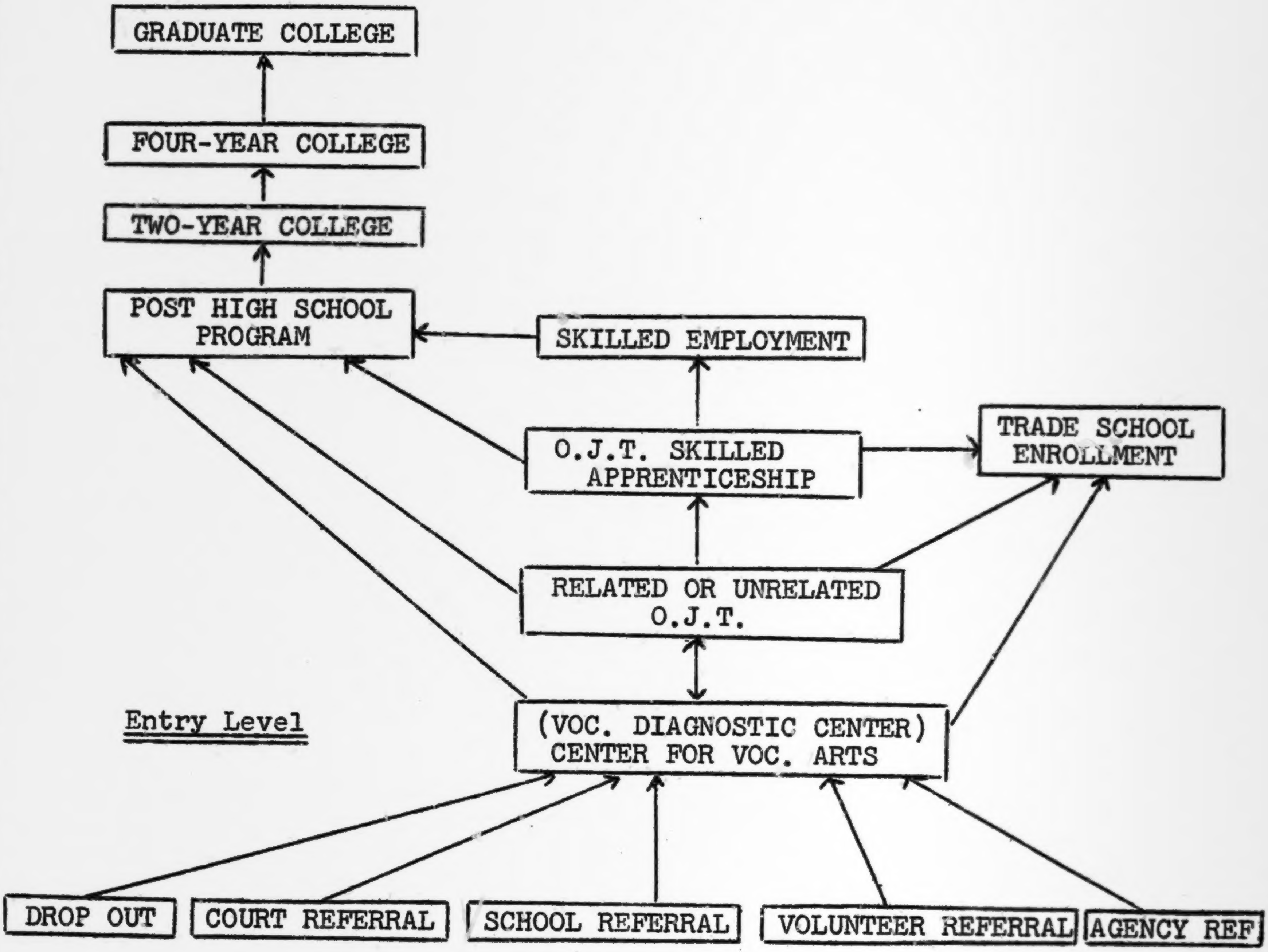
In reviewing the methodology of the Center, one might come to the conclusion that such an approach might be made an effective part of the Norwalk school program,absorbing this student population into the system whence it came. Such a move could prove fatal since, by its very separatism, the Center has been afforded a latitude that has permitted "bucking the system"; a system which is involved with methodology so regulated that the essential flexibility in educating alienated youth would be lost at its inception. It appears, therefore, logical to bring about desirable changes from outside the system, rather than to attempt to alter standards which have served a majority of student needs moderately well for many years.

Actually, special needs are difficult to cope with, without having to cope with them in traditional environments. There is here at the Center a totally altered school environment which cannot presently be provided in the existing Norwalk educational system or, for that matter, in most education systems in the land.

Change to the traditional system should come about when and if pilot projects are meeting the needs of alienated youth significantly in such a completely independent setting; a setting which can claim enough educational and social success to justify economic support from the community. (This justification is not as difficult to obtain as might appear on the surface.)

In conclusion, I would recommend strongly a continuation of the Center as a separate institution. I would go so far as to advocate granting even more independence and stronger financial (and community) support for its future operation, which would include more involvement of the existing staff in pursuing clinical diagnosis. There should be expanded participation by the community and industry through their advisory and consultative services, and an expansion of university affiliation.

UPWARD MOBILITY CAREER CHART



COMMENDATIONS AND RECOMMENDATIONS

William D. Wilkins

Director of New York University Consulting Staff

This section of the report attempts to bring together in summary fashion the commendations and recommendations flowing from the research, the visitations and observations of consultants and the ideas suggested by many staff members. Commendations and observations are subsumed under subject matter headings and recommendations are made immediately thereafter.

COUNSELING

Commendations - In the various reports the counseling emphasis at CVA was highly approved. So was the counseling itself, not only that done by the trained counselors, but that of teachers and shop instructors, too. The research indicated that the students had lots of problems and some of serious nature. That these problems were given intensive study was a noteworthy part of the total CVA program. The studies of students have lead to more appropriate counseling and to a better understanding of students by counselors, classroom and shop instructors.

Recommendations -

1. Since a large amount of data of a research nature has been gathered on the student population continuing study of the students and use of these data to help them is recommended. The case study approach heretofore used

effectively now might be deemphasized and certain objective measures be added.

2. Diagnostic work should begin as soon as possible after a student arrives at CVA. The data should be put to use immediately for the purpose of helping students, as well as for research purposes.

3. Counselors should work closely with the "feeding" schools. There is uneven articulation here.

4. There should be more emphasis on placement and employer relations. The work of the counselors needs to be in close relationship with the vocational instructors with their good field contacts.

5. The CVA should broaden its program of counseling to embrace the transitional interim from school to work. The high school graduates, the holders of vocational certificates and the drop-outs from CVA could benefit from continued vocational and personal guidance. It is recommended that counseling be made available on a trial basis (two afternoons a week) to this group, with built-in evaluation to ascertain its effectiveness.

6. Although the bulk of the counseling, for many reasons, will continue to be done "standing up" and in the shop and work study environs, some provision should be made ultimately for greater privacy.

7. Someone should be designated as coordinator of counseling.

ACADEMICS

Commendations - The goal of coordination and integration of counseling, academic instruction and shop work has been a good one and some progress is noted towards its consummation. Advancing a student at his own rate of speed is another good objective and students approve most highly of this. There are excellent machines and equipment on hand to facilitate learning.

Recommendations -

1. Consultants seem in accord that the teaching of academics needs to be sharply improved. Improvement of reading remains a central problem at CVA. Students also allege that it was difficult to get adequate help in academic areas.

2. Subject matter instructors are needed. It seemed a good idea to have counselor-instructors but when counselors have no particular skills in remedial education or in a particular subject area is it feasible to ask them to instruct in it?

3. A program utilizing some forms of tutoring to supplement instruction in basic subjects, using Vista or volunteers from local high schools or adjacent colleges has been suggested.

4. The books available for students are inadequate and need much improvement. Copyright dates on books are one symptom. Some of the presumable gift books are quite inappropriate for the students. Funds for books and magazines need to be increased.

5. The speech inadequacies of the students, ranging from general inarticulateness through verbal inadequacies to a general lack of ability to express themselves within a group, have been noted and reported. It is recommended that attempts be made to initiate some help in this regard.

6. It is suggested that individual programming of the academic subjects be improved. More attention should be given to the specific needs of the students within the frame of reference of their most recent school progress.

7. Attention might be given to the arts: how about photography, music, drama?

VOCATIONAL EDUCATION

Commendations - Vocational education has made great strides from a shaky start with lack of equipment and turn-over of personnel. In general there is a viable program operating.

The automotive services area has been well received by students. The students seemed busy, interested, and learning. The landscaping and horticulture program is approved as a going concern. The consultants note ever increasing need in this area and commended the tie-in with small engine repair. Retailing appears to be a very successful program. The arrangement and adequacy of materials were well received.

Recommendations -

Automotive Services - Should this area emphasize a broader occupational approach? Should there be considered as additions: body and fender repair, painting, glazing, car upholstery? This shop was called "crowded and inadequately equipped". This problem arises also: should there be a "beginners" shop and a more advanced? In seeking larger facilities this might be kept in mind.

Retailing - Some consideration should be given to the possible need to enlarge this area in the future to accommodate more students.

Manufacturing - It is recommended that this area be changed to be more inclusive than metal work: wood products, electrical components and plastic materials are suggested. The vocational placement possibilities of these might be explored in the Norwalk area. Cost aspects of new shops would have to be worked through.

Maintenance and Repair - The program needs modernization, with a variety of maintenance experiences with modern servicing units made available. Basic carpentry seemed the major skill emphasis, possibly construction repair and custodial skills should be added.

Health Services were seriously questioned. If these students cannot be placed should the program be continued? If affiliation with health agencies cannot be worked out should the program survive? Nurses aides and orderlies are in short supply but is training outside the hospital setting practical and feasible? This area should receive close scrutiny.

Food Services - Consultants found little evidence of organized instruction. They felt it was more of a service agency in the school, with extended coffee breaks taking too much attention. Should it be upgraded to include cooking and baking? Or should "out" placement for added skills be carefully thought through? The program, as presently observed, is questioned as a training program.

Office Services - A broader range of training might be tried. With the present facilities more students could be accommodated.

General -

1. Since shop instructors are generally recruited from industry, assistance should be given to them in terms of instructional improvement.

2. An investigation of the appropriateness of dropping some shops and adding others is recommended. A consultant group from industry and vocational education might explore this.

3. It is recommended that there be an allowance for greater flexibility in giving students exploratory try-outs in training programs and relatively easy change (under advisement) from one program to another. Students should not be channeled into particular training programs on the basis alone of the availability of training courses.

4. Books and pamphlets on vocations for student reading should be available and readily accessible.

PLANT AND FACILITIES

Commendations - There has been marked improvement in facilities over the life history of CVA. The building is attractive and well kept. It is always sparkling clean. There has been no vandalism.

Recommendations -

1. Removal of the designation Winnipauk on the front of the building is suggested. An attractive substitute should be put up as soon as possible.
2. There are still remnants of elementary school equipment around and about (child care area, for example). This is not suitable for the ages the school is serving.
3. There could be an increase of recreational physical equipment available such as outdoor basketball hoops, chinning bar, weights, outdoor track, and the like.
4. A library is very much needed with space for quiet, private study. A full-time librarian is needed. Studying at CVA is very difficult in the present lay-out.

ADMINISTRATION

Commendations - There has been good communication between administration and staff, and between consultant and research personnel with administration and staff. The acting director has been a source of real strength. He is a dedicated educator, a skilled vocational expert, and a very hard worker. The secretarial staff is an integral part of administration and work well with staff, students and consultants. Student attitudes reflected a closeness and communication with staff members which seemed to result in wholesome interaction. The strong guidance program, supported by administration, is the most important innovation the Center has to offer

The over-all administration of the Board of Education has taken a real interest in CVA and again the communication in both directions is good.

The consultant team attended the two graduation ceremonies in 1967 and 1968. These were occasions of great dignity and worth. It is recommended that they continue at this high level.

The open-houses for parents, and many visitations by select groups, such as the ministerial association, guests of the Mayor, and other interested groups, have given support to the school and should continue to be encouraged.

Recommendations -

1. Fluidity to change areas of vocational training and to take jobs not specifically geared to training is recommended. Our studies found that some graduates are not in jobs related to training. Partially, this may be economic. When the minimum wage in an industry is perceived to be

the modal wage, and opportunities for advancement rare, is a change of areas surprising? It is part of a general trend. Quoting from a study of vocational education graduates: "...in this study the percentage of trade and industrial graduates who obtained jobs that were directly related to their training was less than one-third."

2. The objectives of developing skilled competencies and pursuing high school equivalency or a diploma are commendable. The relevancy of each to the other is not always evident. The relationship of the two should be clear to staff and to the student involved. Each student's program should be consistent with his goals.

3. A full-time director should be appointed.

4. An assistant to the director should be appointed with supervisory responsibilities in instruction, counseling and vocational training.

5. A library and a librarian are needed.

6. It is recommended that the emphasis now be on the school as one which develops successful students in the vocational arts. The previous emphasis on "drop-out" and "alienation" should be modified.

7. Steps should be taken in the direction of developing transfer programs at CVA which should permit students to transfer, if indicated, to one of the state vocational schools to develop higher levels of skills, or to a college or university.

8. Industry should be encouraged to participate to an even greater extent in the realization of the objectives of CVA.

9. It is recommended that incentives be created to hold good personnel at CVA. A number of instructors and counselors have left for financial reasons alone.

10. The inclusion of research as an integral part of the program has been noted nationally. The support of research by the federal government, the State Department of Education, the Board of Education, the CVA administration, and by staff and students was exceptional. Since this program is creative and innovational continuous research in basic education, personality assessment, counseling techniques, follow-up of graduates and kindred problems should be undertaken. (A formal proposal on research and consultation services suggested for 1968-69 is now under consideration, September 1968.)

APPENDIX A

1. Summary of 1965-67 Interim Report
2. A Plan for Constructing Units for Individualized Learning
3. Flow Chart. Way to Use Learning Activity Package.
4. Sample Excerpt From a Social Studies Learning Activity Package

APPENDIX B

Research Reports, The Center for Vocational Arts

Office of Field Research and School Services, New York University

> This Appendix B is bound as a separate volume and included as a part of this report.

The New York University team wishes to acknowledge the helpful cooperation it received from the teachers and counselors at CVA, as noted in the original reports, the continuing help of Dr. Harry Becker, Superintendent of Schools, and his administrative staff, the contributions of Saul Dulberg, original director of the project, now with the State Department, and, most especially, the many contributions of Forrest Parker, Acting Director of the project.

The Original Interim Report and Statistical Evaluation Contains the Following Separate Reports:

I.	Director's Interim Report	Mr. Forrest E. Parker Acting Director
IIA.	Fifty Boys and Fifty Girls at the Center for Vocational Arts	Dr. William Wilkins New York University Consultant in Guidance and Director of NYU Consultant Team
IIB.	The Arrangement of "Alienated" Students Into Diagnostic Formulations and its Relevancy to Counseling in a Center for Vocational Arts	
III.	Report of the New York University Consultant for Vocational Education	Dr. Raymond Van Tassel New York University Consultant in Vocational Education
IV.	Report of the New York University Consultant for Basic Education Specialists	Dr. Virgil A. Clift New York University Consultant in Curriculum
V.	An Evaluation of the Norwalk Occupational Training Program	Dr. Raymond A. Weiss New York University Consultant in Research

A DESCRIPTION OF THE CENTER

The Center for Vocational Arts in Norwalk, Connecticut was established as a pilot work-study project to develop a program of occupational training for school-alienated youth between the ages of 15 and 21. The official contract for this project was received August 20, 1965. The first pupils were enrolled in the program October 9, 1965. The objectives of this project are to enroll these youth in an occupational training program through which they may acquire the skills necessary for available job opportunities, and to effect behavioral changes, through a program of guidance counseling, occupational training and academic instruction, so that these students may acquire the personal characteristics needed for their roles as productive adults and responsible citizens. The project is jointly financed by the federal government, the Division of Vocational Education of the Connecticut State Department of Education and the Norwalk Board of Education. The following professional staff were authorized for this project: 1 director, 9 vocational instructors, 9 guidance counselors, 3 basic education specialists, 2 social workers, 1 psychological examiner.

AREAS OF TRAINING:

Training is offered in automotive services, food services, health services, landscaping and horticulture, office services, maintenance and repair operations, manufacturing operations and retailing services. Each vocational training area is equipped with the necessary tools, machines, or other equipment appropriate for the training of semiskilled workers in that area. In addition to occupational training, provision is made for basic education instruction and vocational guidance and counseling.

PROGRAM STRUCTURE:

The Center for Vocational Arts is essentially guidance oriented with emphasis placed on individualized instruction and guidance in both vocational and academic areas. Each student's interests and needs are studied and a program of vocational training suited to his particular abilities is then developed. Aiding each vocational instructor and guidance counselor to develop these individualized programs of instruction are educational specialists in the areas of English, Social Studies, Mathematics, and Science.

Further emphasis is placed on small group instruction, as well as the use of new and different approaches to include programmed instruction and various teaching machines.

Each vocational group has a vocational instructor and a guidance counselor assigned to it. The guidance counselor is in the work area and is a counselor-instructor. He is in close touch with the subject matter specialists, whose work is intimately related to the work training. It is this close relationship and small pupil-teacher ratio that contributes to the guidance oriented program of the Center.

SCHEDULING-PROGRESSION:

Students attend classes for three hours daily and are placed in part-time employment for four hours. They may attend either the morning or the afternoon session. Their progress in occupational training is not based upon the length of time spent in the training program, but rather upon their demonstrated competencies in their chosen fields. This same standard of competency is used for the granting of a high school diploma or vocational certificate. Each student is encouraged to complete the requirements for either the diploma or certificate and, whenever possible, both.

Thus, the Center is, in essence, an "ungraded" school wherein students progress at a rate limited only by their own motivation and ability. This factor, coupled with intensive guidance counseling, creates an environment in which school-alienated youth, including drop-outs, secure the needed skills and attitudes to become productive, contributing members of society.

STUDENT BODY:

School alienated youth for the Center for Vocational Arts were selected from students in the 15-21 year age group. The proposal suggested that seventy pupils who had dropped out of school, and two hundred potential drop-outs would be enrolled in the school.

Potential drop-outs were identified by administrators and guidance counselors in the sending schools - three junior high schools, two middle schools and two high schools. Guidelines for determining potential drop-outs were developed to assist sending schools in identifying potential drop-outs.

When the sending school counselor and the potential drop-out jointly felt that the pilot project would meet the needs, aptitudes and interests of the student a preliminary admissions form was submitted to the Center for Vocational Arts. This request for admission was followed by two intake interviews, one at the sending school and the other at the Center for Vocational Arts.

School drop-outs were contacted by the social workers and the Connecticut State Employment Service. A list of 260 pupils who had dropped out of school was compiled and these students were contacted through letters, telephone calls and personal visits.

A running list of potential drop-outs has been maintained through the cooperation of the guidance department. Two hundred and thirty five potential drop-outs were contacted throughout the school year following our policy of rolling admissions.

ENROLLMENT

The Center for Vocational Arts was planned to provide training for 270 school alienated youth. The first thirty one students were admitted in October, 1965.

One hundred and fifty five pupils were enrolled in September, 1967 and enrollment climbed during the year to 191 students. A total of 272 pupils have been served by the Center for Vocational Arts.

SOME GENERAL CONCLUSIONS FROM THE REPORT

A survey of the reasons why pupils left the Center for Vocational Arts reveals the following reasons in descending order of frequency:

Attained a Vocational Certificate) training completed
Received a high school diploma (
Accepted full time employment
Entered armed forces
Entered job corps
Health (pregnancy)
Transferred to another school

Five students received diplomas in the 1965-66 school year. At graduation exercises in June 1967, 21 pupils received a diploma from the Center for Vocational Arts and 24 students were granted vocational certificates.

A prime objective of the Vocational School is to train students so that they can gain and hold suitable employment. Ninety-six per cent of the students work part-time to the satisfaction of their employers. Seventy-one percent of these students are working at jobs directly related to the training they are receiving. Over 50 percent of the students obtained their jobs through the placement services of the school.

About 10 percent of the students leave the program without completing the requirements for a diploma or vocational certificate. The reasons vary, but most leave to accept full time employment. One percent have returned to their sending school.

Most of the students are interested in putting forth the extra effort required to attain a high school diploma. Our survey reveals that about 25 percent of the students will attain this goal.

Parents were enthusiastic about the social progress made with their children. Typical comments were: "I don't have to force John to go to school any more; he enjoys going." - "He has a good job after school and it helps out". - "My boy seems to be able to stay out of trouble since he has been going to your school." One man refused a transfer with his firm because he did not want to move his child out of this school. The case studies revealed significant parental involvement in many cases. Perhaps this was the first time they were motivated to get involved in a positive way.

The school has received many favorable comments from civic leaders, churches, and the police department for our efforts for these school alienated youth. Many employers have sent in favorable reports and indicated a desire to employ more of our students.

A review of case studies, observations and community reaction substantiate the following conclusions about this program.

A. Drop-outs will return and can succeed in a curriculum that meets their needs, interests and aptitudes.

Drop-outs have returned and assumed leadership roles in the school. Some drop-outs have already received their high school diploma and are now gainfully employed.

B. Disaffection for school can be changed.

Pupils seem to enjoy going to school again. Parents say that their children look forward to going to school now.

C. School becomes a haven for these youth.

The pupils have adopted the school as a second home. They have not damaged or in any way defaced the building. Many students, when not working, will attend both morning and afternoon sessions. Many dropped in during summer months almost daily to chat and discuss their problems. They have continued their school relationship by return visits, letters and other communication.

D. Peer relationships stimulate healthy personal and social adjustments.

Pupils have readily assumed leadership in many areas such as athletic activities, school dances and parties and student organizations. Their earnest empathy for a deceased student and his mother prompted a letter to the editor of the local paper by an observant citizen.

E. Parents can be involved in this type of a program.

Parents have shown an intense interest in the program. They visit the school, cooperate very well in our attendance and report procedure. The attendance at a recent Parents Night exceeded all our expectations.

F. Business and industry are pleased with the results of the program.

The business community has been very helpful in offering employment to the students. We now have more job opportunities than we can possibly fill.

G. Vocational skill training is successful.

Students from the school have worked quickly up the ladder of success in their jobs. Our listing shows several assistant managers in the foods trade and retailing.

H. Academic achievement is stimulated.

Many of the students are now seeking a high school diploma. 21 diplomas were awarded at graduation in June 1967. The students are willing to put in the extra effort on an individualized program to attain this goal. Some of the graduates have been admitted to Norwalk Community College; one has been admitted to Sacred Heart University, three to Norwalk State Technical College.

I. Vocational skill training provides service to the school system and the community.

The school has been able to do extensive repairs on school owned trucks and equipment. The students have taken part in a community beautification project and helped to paint and decorate their own building.

J. There is an increased acceptance of the project philosophy in the community.

The fears of minority groups of the low aspiration level of the program have been allayed. The school is successfully combating the drop-out stigma that was originally present. The program received a Pacemaker Award from the National Education Association. The program has been nominated for the "Outstanding Service Youth Award", offered annually by the State Commission on Youth Services.

DISCUSSION OF REPORTED FINDINGS

CVA, Norwalk, is one possible answer to some crucial educational, social, cultural, moral, and intellectual questions, all inter-related. CVA Norwalk is an educational attempt, because it is primarily education, in today's social structure, that is charged with the responsibility to find some effective answers to:

1. What can be done to change secondary education's almost certain "losers" into reasonably sure "winners"?

2. What percentage of almost certain "losers" can education expect to change into "winners"?

3. How much does it cost in terms of human resources?

4. Is the investment worth the return?

5. Concretely, is CVA's admittedly experimental project making a realistic return on its investment?*

The answer, in brief, to each of the five questions as briefed heretofore in the previous section is:

1. Something can be done. CVA is doing it.

2. The percentage of successes at the CVA indicate that potential "losers" can become "winners".

3. We do not really know. It may cost even more.

4. Yes; particularly if you are one of the potential "losers". There can be no question of the values involved.

5. We think so. We are not sure. Let's examine the evidence.

THE EVIDENCE:

The Program

The CVA project, rooted in the axiom that all problems have answers, was planned to help school-alienated youth prepare for productive lives in society. It asked the questions "Who needs help?" and "Who, among these, can we help at this late hour?" The school-alienated youth in the project population were selected from homes which are economically, culturally, and socially deprived. There existed a pattern of failure, frustration, disillusionment with school, and in many cases, alienation from, and hostility toward, a society which had little reason to be optimistic about its product, and ample reason to be pessimistic - unless CVA succeeded.

At its inception, CVA realized that on a national basis, our current efforts in education are not succeeding for many boys and girls, particularly those from the environment stated above. Hence, to think in terms of the traditional was unrealistic. There is disturbing evidence that the traditional (school) may be even reinforcing the sequence of events leading to undesirable consequences (Weiss report).

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* One who reads the complete 1967 report on the CVA Project will find many sets of similar questions, all pointing to the problem of school-alienated youth and what to do about it.

The new education at CVA was and is geared to the actual needs, not presumed needs of the project population. The director and the staff were chosen in terms of their understanding, sensitivity to the social mores, norms, and values of the students. The criterion for evaluating boys and girls was potential, not middle class values. The CVA student was to be exposed to shorter range, more attainable goals and job skills, instead of the more remote goals of traditional education. There was and is an individualized relationship between student and teacher-counselor in order to increase the likelihood of effective identification with socially acceptable authority figures. There is a continuing concern for and concentration on improved personal-social adjustment because occupational interests may be limited by personality deviations. (Evidence gathered by several collaborators who evaluated the program at its present stage demonstrates the accuracy of this presupposition). One of the many goals is to educate and train school-alienated youth for employment in suitable occupations - suitable for their abilities, needed by their employer.

A note taken from the report of Dr. Virgil Clift, Consultant for Basic Education, seems appropriate here:

> "This program at CVA represents many promising innovations that are achieving results. The roles of the basic education specialists, the shop-lab instructors and the counselor-instructors are very different from that of such personnel in the typical school. This causes anxiety because there are no models to follow. The individualized programs of study require much more planning, demand more imagination, and draw much more upon the creative resources of the teacher. Much more team work and cooperative effort is required on the part of all staff members."

The CVA staff spent a full month together in the summer of 1967 working with Dr. Clift in an in-service relationship designed to achieve the following purposes:

1. To help Basic Education Specialists to organize teaching materials appropriate for students who were to receive the Vocational Certificate and those who were to receive the Vocational Arts diploma.

2. To help in the selection of appropriate textbook and reference material.

3. To provide general in-service improvement by making available reading lists which would help teachers to understand better the role of the unique program at CVA in meeting the special needs of students.

4. To help teachers to understand more clearly the objectives of the Center for Vocational Arts.

5. To help teachers to work more effectively with shop-lab instructors and counselor-instructors in achieving the objectives of the Center for Vocational Arts.

The teachers selected for this project were carefully screened. Adequate education was not enough; a warm, accepting personality was not enough; respect and concern for the student, a real sensitivity to his particular needs was not enough. CVA sought all of the qualities in its teachers, and wanted them to have said qualities to an unusual degree. One might say that a teaching team so well qualified would succeed with any students. That may well be true. The point is, they have succeeded at CVA as a team, and from student response one may assume that the majority succeeded individually as well.

The teachers are directly related to these statements taken from the Director's Interim Report (pp. 14-16). From a parent: "I don't have to force _____ to go to school anymore. He enjoys going". From the Director: "There are many indications of social progress and acceptance of civic responsibility...Supervising officials (at a dance) were amazed at the orderly conduct and good party manners of these school-alienated youth...The students take pride in the building and its equipment...The personal appearance of students continues to improve...Academic achievement is stimulated."

This is substantiated by reading the case studies. The case study analysis done by Wilkins and his associates indicate in case after case the beneficial influence of particular teachers and counselors. One specific instance is quoted in the case studies. A student wrote to the director of the project, telling him how a teacher cared enough to "pursue" him by telephone and by several home visits to come to CVA and give himself another chance. In the words of the student "That night I thought it over and decided that if a counselor was nice enough and thought enough of me to ask me to come back that I would be pretty stupid if I didn't." The boy returned, has found himself. In a letter to this teacher he addresses these words: "I just want you to know how much I appreciate what you have done for me because it has made me feel like a new man."

This story, as case after case indicates, can be repeated many times, perhaps not as dramatically, but with equal sincerity.

Weiss' analysis of teacher-effectiveness is also revealing. His tests and surveys show that more than 80 percent of the project population indicated that they were pleased with the program, a very few percent were disappointed, and one in ten uncertain of their feelings. Since the teachers are all-important for a school-alienated group (more so than the better adjusted student who can frequently direct himself), it is basic to the CVA program to establish how important the teacher is. Report V, p. 37 states that "Most frequently, they liked the way they (the students) were treated by them, the shops and machines, and the conditions under which the program was run, such as freedom, not too many rules, and coffee breaks, and the flexible scheduling...What appears to be a contradiction might be merely an expression of liking to work with teachers and with machines, and being unhappy when they didn't get along with the teachers or when the machinery didn't work."

The following tests were used in the evaluation:

Instruments	Attributes
1. California Study Methods Survey	School adjustment. Study habits and skills
2. California Test of Personality	Personal and Social Adjustment
3. Lorge-Thorndike Intelligence Test (Verbal and Non-Verbal)	Academic Aptitude
4. California Reading Test	Reading Vocabulary and reading comprehension
5. NYU Speaking Test	Clarity of speech in reading and conversing.
6. Occupational Adjustment and Rating Scale	Work attitudes and occupational skills.
7. Case Study	Self concept, social behavior, attitude toward society, school adjustment, work attitudes.

Summary of Findings From Weiss Evaluation Report

1. The CVA students improved significantly more than the controls in only one of the thirteen criterion measures, the vocabulary section of the California Reading Test.

2. The CVA students showed some superiority over the controls in some of the other criterion measures, in particular the measure of school adjustment, but the size of the error term in the analysis did not permit any inferences to be made about the significance of this superiority.

3. Students with lower absentee rates prior to the CVA have almost consistently higher gains from pretest to posttest for the test battery than do students with higher absentee rates. Sex and age of the students were found not to be significant factors in the size of gain.

4. Significant correlations were found between employer occupational ratings and pretest scores in the vocabulary section of the California Reading Test, the NYU Speech Test and ratings by CVA shop instructors using the Occupational Adjustment Rating Scale. Regarding vocabulary and speech, it would be meaningful to hypothesize that speaking skills contribute to success in job training, and that an emphasis upon speech in vocational training would increase a person's chances of job success.

5. The lack of correlation between employer occupational ratings and pretest scores in school adjustment, personality, reading comprehension, and intelligence suggest that persons entering the program with low scores in these attributes have as much chance to succeed on the job as persons with more positive attributes.

6. Among the students who went through the CVA program, there was some tendency for those with higher scores in personality, school adjustment and reading comprehension to receive the higher occupational ratings by their employers.

7. Eighty-four percent of the CVA students indicated they were pleased with the program, 10 percent were uncertain of their feelings about the program, and only 6 percent expressed disappointment in the program. Students with higher employer ratings were more pleased with the CVA program than those with lower employer ratings.

8. What the students expected most from the CVA program were education or training, and employment. What they liked most about the program were the teachers and the way the teachers treated them, the shops and machines, and the conditions under which the program was run.

9. Given a chance to say what they disliked the most, their most frequent response was that they disliked nothing about the program. What interested the students most were also the things they were most inclined to complain about, namely the teachers and the machines. On suggestions for improving the program, the students most frequently called attention to the shops and shop equipment, and also asked that more attention to given to sports and recreation.

10. Performance on the test battery reflects the fact that the CVA students came from educationally, culturally and economically deprived home lives. They were one standard deviation below the national norms in I.Q. In personality and study methods their average scores fell at the 25th percentile of the national norms. They read approximately one and one-half grades below their grade level, but when adjustments were made for intelligence, they were just about at the national norm in reading for students of their intellectual status. There was a lag of two years in schooling. The average CVA students reached the ninth grade at the age of 16 rather than the usual age of 14.

For any real understanding of the meaning of the above points the reader is referred to the Weiss discussion, not included here for reasons of brevity.

Weiss' conclusions validate the conclusions made from Wilkins' and associates in the case studies. Had the scientific analysis preceded the case study analysis, the latter would have validated the former. Both validate the claims of the Director; i.e., the students like their educational program, their teachers, and the concrete values they see developing from both.

Because Dr. Raymond Weiss was the chief evaluator of the project it was thought important to include some of his "recommendations" taken from his report. They are as follows:

1. In view of the CVA students' considerable interest in a high school diploma, greater emphasis should be placed upon basic education in the program and additional instruments for assessing the effectiveness of this basic education should be incorporated into any future evaluation.

2. In view of the students' concern about the condition of shop facilities and equipment, the improvement of conditions in the shops should be given top priority.

3. In view of the difficulty of providing effective experiences for mentally retarded or emotionally disturbed youth, the screening procedures for admitting students to the CVA should be reviewed and strengthened to assure the exclusion of such persons.

4. In view of the students' desires for recreational facilities and program, such facilities and program should be strengthened and made an integral part of the CVA program.

5. In view of the difficulties encountered in the project evaluation the following recommendations are made for future evaluation of the CVA program.

a) That a representative group of control subjects be included as part of the evaluation to provide an experimental design for the evaluation.

b) That the project be continued long enough to permit an evaluation based on a fairly large group of students who have completed the program.

c) That precautions be taken to collect test data on all students as they enter the program and as they leave the program, including those who leave without much advance notice.

d) That improved conditions for testing be provided including separate space free from noise and other distractions, ample room to avoid crowding, comfortable desks or tables at proper height, and sufficient time in the schedule to complete all testing (including make-ups).

e) That adequate time be allowed following the termination date of the project to permit a complete and thorough analysis of the evaluation data and a carefully prepared evaluation report.

Weiss' first recommendation, which stems from his surveys, states that "In view of the CVA students' considerable interest in a high school diploma, greater emphasis should be placed upon basic education in the program..."

The Director of the program is well aware of this, as indicated by "Many of our students are interested in putting forth the extra effort required to attain a high school diploma." Equal attention is paid to those pursuing a diploma and those who have a Vocational Certificate as their goal. The flexibility of the program allows for this encouraging reaction of the students. Plans call for an expansion of curriculum content as needed. The underlined words are one key to CVA's success.

It would be easy to assume that the project population of CVA is so radically different that neither sociological nor educational axioms will stand the test of reality if applied to the school-alienated subject. This is an untenable position. The case study data were compared to data from other school populations outside Norwalk. After a careful comparison Talle and Wilkins concluded that the problems of the school-alienated and the suburban non-performer are very similar. The difference is one of degree

There are three very significant statements in the studies made by Wilkins and associates.

> "The young people at CVA are trapped in a complex of problems, social and psychological as well as academic. For most of them, failure, at least in the school, has been the only reality they have known..."
>
> "The factor that emerged as most meaningful throughout these 100 cases was the home, the quality of home conditions, and of family relationships..."
>
> "CVA is making a success out of failures...CVA's record is impressive, the challenge is to send out into a pluralistic society a stable citizen capable of making a worthwhile life. CVA is doing that impressively well."

Concluding Remarks

There is little doubt, even among the most skeptical, about the effectiveness of the CVA program. It has, in most instances, broken a pattern of failure and frustration, replaced this pattern with one of success and self-satisfaction. It has saved society from the expense of another possible welfare case, and/or another hostile member. CVA has succeeded where other schools have failed.

Only two questions remain, and they existed before CVA even began.

1. How many of the students actually move from a pattern of failure to one of success to such a degree that the change is permanent?

Only the future can give the answer. Present evaluations, (the Director's observations, the Weiss analysis, Wilkins' case studies) indicate that at this particular moment in time, the change has taken place in a great majority of CVA students. Only a very small percentage show no good results in any area.

2. Is the pattern change worth the expense?

This, of course, is related inextricably to values. Only those who conceived the program and made it effective can decide whether two, or ten, or a hundred students -- or 5 percent, or 25 percent or 75 percent -- who begin to lead useful, self-satisfying, socially acceptable lives, are worth the cost in time, money, and manpower.

This seems certain: It has helped many. Other schools failed for many understandable reasons, but CVA is succeeding. It is costly. All one can be uncertain about is: Can society afford this on a massive scale? To the last question, Weiss seems to be saying "We must continue to weigh and measure, and try to find more effective ways. This is good, but it's not unassailable in terms of cost," The Director seems to say, "This is a good program. Let's make it better." Wilkins seems to say "Society has no choice. Let us continue."

A Plan for Constructing Units for Individualized Learning Utilizing the Behavioral Outcomes Approach

by Muriel Gerhard

I. Construct a Content Outline

A. Arrange the outline in a logical sequence

B. _______State major concepts

C. _______List the sub-concepts under each major concept

D. Use a sequence that starts with concrete experience wherever possible and moves toward abstraction

E. Arrange the concepts so that concept I is a pre-condition for concepts and that there is minimum need to go back to relearn an earlier concept.

F. Analyze your content outline and make certain you have a valid rationale for your selection. In writing the unit for the pupil, it is essential that he is informed as to why he is learning this content or skill.

II. A. State the Pupil Objective in Behavioral and Measurable Terms

1. State what the pupil is going to do.
2. State the conditions under which he will do this - equipment, reference books, films.
3. State the acceptable level of minimal performance

* See Mager's book - Preparing Instructional Objectives from staff library

B. Using the Content Outline, List all of the Pupil Objectives in Behavioral and Measurable Terms

Your objectives have been stated correctly if when you read each one it answers the question - How can I evaluate if the pupil has achieved the objective?

III. Construct a Pre-Test

1. Purpose of Pre-Test

   a) Determine pupils' readiness for this unit package. If he fails the test he obviously will need this unit or a more simplified unit than this one.

   b) Determine where the pupil is. If he has the knowledge and skills which are developed in this unit, then he should be able to skip the unit, go on to the next one, or may choose to take the major inquiry activities.

2. Procedure

   a) Use the "honest" approach. Inform the pupil of the purpose of the pre-test, namely, this is to diagnose what he knows and does not know so that the instructional program can be tailored for him.

b) Using the list of statements of pupil objectives, prepare questions which measure the extent of pupil knowledge and skills of each of these objectives.

c) Tailor your questions by utilizing the measurability factors as stated in student content objectives column.

d) Provide an adequate sampling of all pupil content objectives.

e) Avoid true and false items due to the chance factor. If you use true and false items, include the question why on the instruction that the pupil transforms all false items into true statements.

f) Use multiple choice. Make certain that the distractors are equal.

g) If you use completion items, beware of expecting one word which is the only correct answer.

h) When you have completed the pre-test, check off the test items along your list of pupil objectives to determine if you have tested for all.

i) State the minimal acceptable level of test performance - percentage of accuracy.

IV. Construct the Self-Instructional Unit

A. State the pupil objectives which the pupil is going to do, under what conditions and minimal acceptable performance.

B. Specify the pupils' learning activities

1. Provide pupil with rationale for this objective
2. Motivate pupil with essential background information, raise questions which promote interest
3. Spell out the sequence of activities for pupils with complete directions
    a) Use a variety of activities

C. Provide Feedback

1. Feedback should be in the form of knowledge of results (correct responses and reinforcement)
2. Feedback may be in written form in the unit. The correct responses were, etc. If your response was No to question 4, go back to ..... The correct response was............because
3. Feedback may be in the form of teacher-pupil interaction

4. Provide self-quizzes interspersed throughout unit.

   Again, based on the objectives, construct a short series of self-quizzes with a feedback sheet of correct responses on the following page. Specify additional activities for reinforcement assisting pupils who do poorly on the self-quiz.

5. Provide reteaching experiences

D. Provide Quest Activities

Pupils should be free to volunteer to engage in these in-depth explorations or free to reject them.

*During teacher-pupil interactions, new quest activities may be suggested by the student.

V. Construct A Post-Test

A. Purpose (1) To determine to what extent pupil has achieved his objective.

(2) This test should measure knowledge, skill development and the application of these knowledges and skills

B. Procedure (1) Use the same procedure as in the construction of a pre-test. Use the list of behavioral measurable objectives

(2) Whenever possible, present problems and create situations in which pupils must apply their knowledge and skills to new situations or contexts

(3) Test for recall as well as application

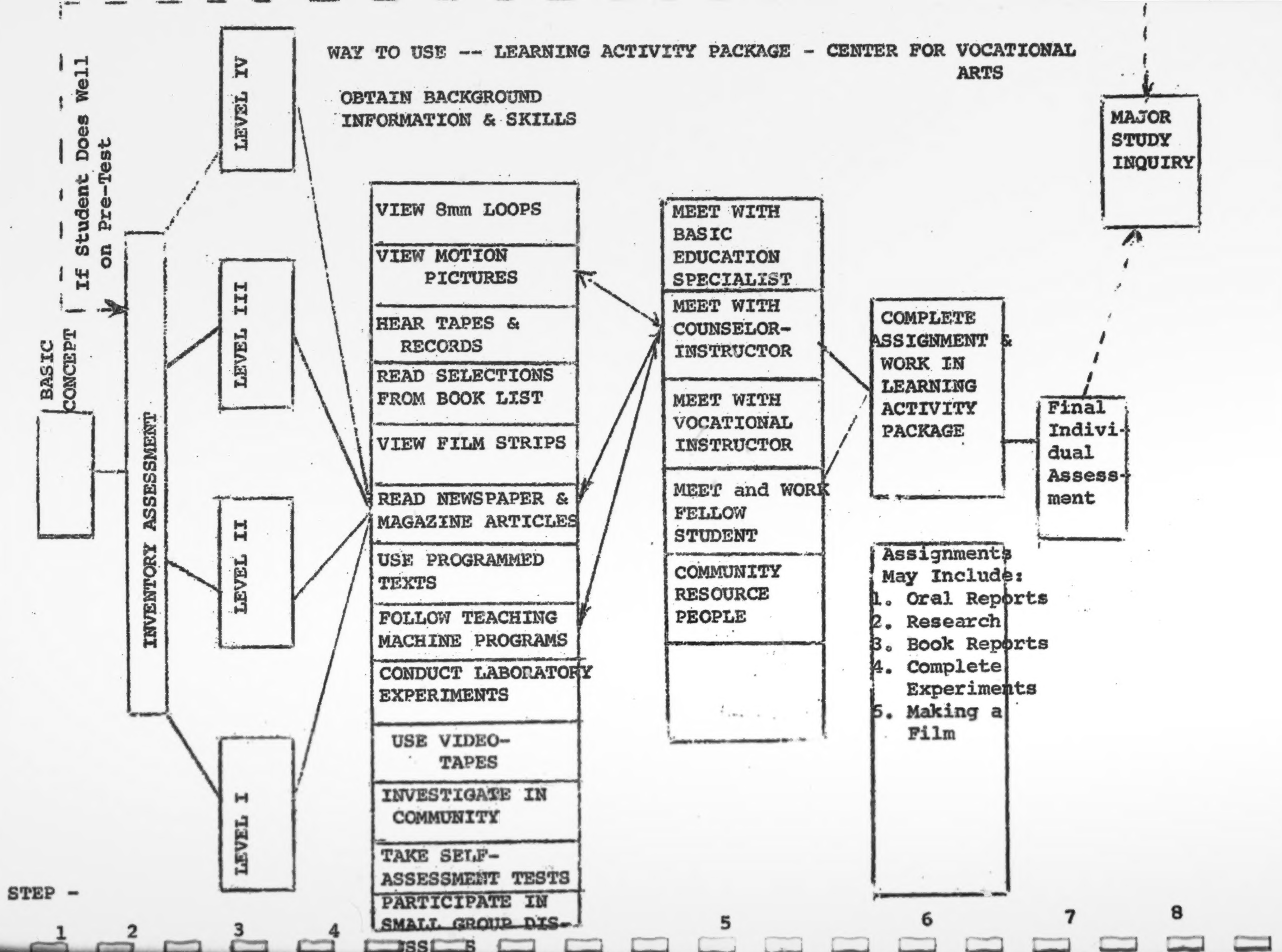
(4) Determine minimal acceptable level of performance

VI. Prescribe the next sequences available to the pupils from which he may make his selection. Discuss this with him and guide his course of action.

VII. Teacher Evaluation of Units

It would be well worth the time to keep an ongoing record of the observations and results of classroom happenings as the pupils move through the units.

WAY TO USE -- LEARNING ACTIVITY PACKAGE - CENTER FOR VOCATIONAL ARTS


OBTAIN BACKGROUND INFORMATION & SKILLS
BASIC CONCEPT
If Student Does Well on Pre-Test
INVENTORY ASSESSMENT
LEVEL IV
LEVEL III
LEVEL II
LEVEL I
VIEW 8mm LOOPS
VIEW MOTION PICTURES
HEAR TAPES & RECORDS
READ SELECTIONS FROM BOOK LIST
VIEW FILM STRIPS
READ NEWSPAPER & MAGAZINE ARTICLES
USE PROGRAMMED TEXTS
FOLLOW TEACHING MACHINE PROGRAMS
CONDUCT LABORATORY EXPERIMENTS
USE VIDEO-TAPES
INVESTIGATE IN COMMUNITY
TAKE SELF-ASSESSMENT TESTS
PARTICIPATE IN SMALL GROUP DIS-CUSSIONS
MEET WITH BASIC EDUCATION SPECIALIST
MEET WITH COUNSELOR-INSTRUCTOR
MEET WITH VOCATIONAL INSTRUCTOR
MEET and WORK FELLOW STUDENT
COMMUNITY RESOURCE PEOPLE
COMPLETE ASSIGNMENT & WORK IN LEARNING ACTIVITY PACKAGE
Final Individual Assessment
MAJOR STUDY INQUIRY
Assignments May Include:
1. Oral Reports
2. Research
3. Book Reports
4. Complete Experiments
5. Making a Film
STEP -
1
2
3
4
5
6
7
8

Learning Activity Packet

No. II

Expansion of United States from Coast to Coast
and Beginnings of Expansion Beyond.

8/22/68
mc

Introduction.

The United States expanded from just 13 colonies along the Atlantic coast across the whole North American continent to the Pacific Ocean. After this domestic expansion was accomplished, the United States began on its first steps away from Washington's advice by expanding outside this border.

In this lesson you will trace this territorial expansion on your map and examine the reasons why the United States began its move into foreign affairs.

From your package, secure the map of the United States and the accompanying work sheet.

You will notice that the United States is marked off into numbered sections.

Each section was an addition to the United States in one of three ways.

A. We purchased the Section of land

B. We gained the section of land by conquest

C. We gained the section of land by treaty or agreement

Notice that two sections are already marked on the map. One section is the original 13 colonies and the other is a piece of land won from England after the Revolutionary War.

Now turn to the sheet attached to your map. You are to complete the blanks called for. You may use any of the sources in your package to give you the information you need. Any history book will supply what you need. If you run into difficulty, see your social studies teacher.

As you see, Section 2 has been completed for you, so that it may show you how to proceed. Now complete the other blanks in the closet.

Section No.	Added to U. S. by Purchase, Treaty or War	Gotten from:
2	purchase	from France
3		Spain
4	treaty	
5	treaty	
6	War and purchase	
7		

Answers to Growth of United States chart

Section No.	Added to U. S. by Purchase, Treaty or War	Gotten from:
2	purchase	from France
3	purchase	Spain
4	treaty	England
5	treaty	Mexico
6	War and purchase	Mexico
7	Purchase	Mexico

As you see from your map, the United States had expanded from the Atlantic Ocean to the Pacific Ocean by the year 1853. For the most part, the United States had still followed Washington's advice of non-involvement in foreign affairs. From this point on in your program you will examine the growth of the United States outside its borders.

The first good example of United States involvement outside its borders is a statement made by President Monroe called The Monroe Doctrine.

Locate in your packet the newspaper page entitled News of The Nation, December 9, 1923 with the headline

United States Says Hands Off the Americas

Read this article for it would have appeared in a newspaper at that time in this fashion. You may underline on the newspaper any key sentences that will help you understand just what the Monroe Doctrine meant. When you have finished your reading, answer the following questions.

Question 1. What is the main idea of the Monroe Doctrine? (You may use an actual sentence or sentences from the article to help you answer the question.)

Question 2. In your own words; why do you feel that what President Monroe said was proof that the United States was beginning to move away from Washington's advice?

Answer to Question I.

President Monroe warned the European nations that the Western Hemisphere (North America and South America) were closed to any further colonization. In other words, the European nations were not to try to take over any more land in this part of the world. If they did, Monroe stated that - "It would be considered - unfriendly - toward the United States."

Answer to Question II.

It is proof because - when we warned other countries to stay out of this hemisphere or we would not like it. This is actually getting involved in other country's affairs.

In the next move away from Washington's advice the United States actually took possession of lands outside its continental boundries.

To see what these next two steps were - read in the booklet entitled Expanding Horizons - America Joins the World Powers.

1. Pages 1-2 (Down to the section entitled the Gold Rush to Alaska and the Klondike)

2. Page 7 (Annexation of Hawaii) and
   Page 8 (Down to the part entitled to the Citizens of Honolulu)

So - The United States gained Alaska and Hawaii (which were to become our 49th and 50th states years later) as territorial possessions.

Question 3. In Seward's speech, which you have just read - you got a big clue to another part of the world that the United States would become involved with.

What is this area? ______________________________

____

____

Answer 3 The Far East (or you could have answered China and Japan). This area will be discussed later.

End of Packet II

You may now go on to Packet III.